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ABSTRACT

The development of a program to comply with Title VI of the Civil Rights Act of 1964 is discussed. A master plan is offered that encompases a manifold effort in the areas of administrative organization, community relations, diagnosis of student needs, instructional program design, staff development, counseling and guidance, curriculum and materials development, and strategies for assessment and evaluation. For each of these areas, an extensive outline is presented which details goals and procedures. If followed, these procedures can produce compliance with Title VI in accordance with a specified time line, and enable a community to meet the educational needs of its non- and limited-English-speaking students. An overview of compliance procedures provides information about the legislative background of federal mandates. Appendices include: (1) samples of goals and objectives for the development of a compliance-oriented master plan, (2) a checklist of questions for selecting an oral language assessment instrument, (3) a suggested checklist for developing an educational plan to meet Title VI regulations, and (4) sample district skeletal plans for Title VI compliance. (JB)

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INSTITUTE FOR CULTURAL PLURALISM

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School of Education **San Diego State University**

LAU CENTER MANUAL IV
RECOMMENDATIONS AND FRAMEWORK FOR DEVELOPING A COMPREHENSIVE EDUCATIONAL MASTER PLAN TO COMPLY WITH TITLE VI OF THE CIVIL RIGHTS ACT, 1964

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The Institute for Cultural Pluralism, within the School of Education at San Diego State University, functions in a research and development capacity and provides technical assistance and teacher training to educational institutions in the area of education for the linguistically and culturally distinct child. It is committed to the concept of a culturally pluralistic society and dedicates its efforts to creating an atmosphere of understanding and acceptance of cultural diversity in the educational system and in the larger society.

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I

INTRODUCTION

General Overview

In schools throughout the United States there are millions of students trying to function and succeed within a cultural and linguistic environment that is new to them. For some students, to be thrust into new social and learning situations before they have fully learned the language and operational skills of their home cultures can be devastating. The new and alien setting threatens and often destroys the student's personal growth and self-identification. The failure of traditional educational systems to provide equal and quality education for non-English speaking or limited-English speaking (NES/LES) students is reflected in the number of NES/LES students who drop out of school before reaching the eighth grade, and by the greater number who drop out before high school graduation. This is well documented in the California High School Dropout Survey.[1] There are also many NES/LES students who are not enrolled in school at all. Many of those who are enrolled and do not drop out have low achievement levels because they cannot understand the language of instruction. Public education has often shifted the blame for NES/LES students' poor achievement onto the shoulders of those students themselves, failing to recognize the consequences for NES/LES students of schools that are geared primarily to serve monolingual English, white, middle-class students.

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[1] "The California High School Dropout Survey; 1973-74 and 1974-75," A Report to the California Legislature as Required by Assembly Concurrent Resolution 202, California State Department of Education, Sacramento, 1976.

The problem of how to provide equal opportunities to Americans of all ethnic groups, as mandated by legislative enactment and judicial decision, has become one of public education's most pressing issues. Arciniega points out two different views of equality in education--"equal access" and "equal benefits." He explains that in the first view "equal educational opportunities are provided when there is equal 'access' to the school for all, and when all schools are roughly equal in staffing, instructional material, and physical facilities."[2] He contrasts this view with the "equal benefits" view which focuses on the benefits derived from schooling. Equality exists only if there is an equal opportunity to benefit from schooling, and not merely equal access to schooling itself.[3]

The "equal access" view holds the education system accountable only for exposing students to common educational programs and makes the student responsible for taking advantage of the equal education provided. The fallacy of an approach which emphasizes the same methods for all students is that it ignores the various learning styles which in turn are determined by the different cultural and linguistic backgrounds of students.

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[2] Arciniega, Tomás A., "Problems and Issues in Preparing Teachers of Bicultural Chicano Youngsters," Institute for Cultural Pluralism, San Diego State University, p. 13.

[3] Ibid., p. 13.

The "equal benefits" view, on the other hand, emphasizes that an equal opportunity is provided only when every student accrues equal benefits from schooling. It holds the school accountable for the progress that students make and the skills they master. This approach requires the school to recognize and capitalize upon the knowledge the student acquires outside of school hours. Thus, the school must take into account the socio-economic and political factors that shape the community and affect student attitudes and behavior. Only with this knowledge can the school district provide instruction appropriate to each individual student.

It is important not to overlook one critical point: the concept of an equal educational benefits approach does not imply preserving the cultural plurality of "groups," but rather preserving and building upon the cultural plurality of "individuals." It will not suffice to stereotype or make general assumptions about student needs based on known or supposed group characteristics. Addressing the cultural plurality of individuals would seem to be a difficult task, because few textbooks reflect the concept of individualized treatment. But it is interesting to discover that teachers who have internalized this concept will address each student from a linguistically and culturally distinct point of view in spite of the inadequacy of textbooks.[4] The ultimate success of the "equal benefits" view depends on a varying allocation of resources, relevant diagnosis, differentiated staffing, and flexible scheduling. School district advocacy of educational policies in support of the "equal benefits" view is essential. Since, to a greater or lesser extent, this implies change for all public schools, all the elements of schooling will initially require extra effort from public schools and college administrators and teachers.

Educational Assumptions

A comprehensive educational master plan that reflects the "equal benefits" perspective and meets the instructional needs of NES/LES students must be based on educational assumptions which are essential for promoting pluralistic (bicultural and multicultural) education and which create conditions for optimal academic success. These assumptions are:

1. That the primary vehicle for any student's learning is his/her native language and culture;
2. That teaching in the student's native language allows learning to continue uninterruptedly from home to school, thus preventing retardation in subject matter, while the learning of English continues;

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[4] Brenier, Norman R. and Davis, Richard H., "Synergy: A Model for Implementing Multicultural Education," Student Teachers Journal of Teacher Education, American Association of Colleges for Teacher Education, Vol. XXIV, Winter, 1973.

3. That teaching a student to read first in the home language facilitates his or her learning to read and write in a second language. The basic skills of reading and comprehension are generally transferable from one language to another;
4. That curricula which incorporate the student's familiar experiences (community, history, and cultural heritage) will help to build pride and self-confidence, and by being more relevant to the student's personal experiences, will heighten interest and motivation and increase success in school;
5. That integrating the language and cultural background of all students (i.e., bilingual-multicultural education) will reinforce and increase communication between home and school and between different ethnic groups, improving student motivation and achievement and reducing inter-racial misunderstanding;
6. That staffing patterns (i.e., classified staff, counselors, teachers, administrators) must adequately represent the linguistically and culturally distinct groups in the school community;
7. That full and representative participation of teachers, parents, and community members in the decision making structures, as well as in the planning and implementation of programs, will assure commitment to and responsibility for school instructional programs;
8. That a school program that responds to the needs and

values of its community will seek ways to improve the cognitive and affective development of the students.

II

OVERVIEW OF COMPLIANCE PROCEDURES

Legislative Background Information

Title VI of the Civil Rights Act of 1964, and Department of Health, Education and Welfare (HEW) regulations prohibit discrimination on the grounds of race, color, or national origin by recipients of federal financial assistance. To clarify school districts' responsibilities with respect to national origin minority students, HEW, in a memorandum dated May 25, 1970, issued a policy statement saying in part that when inability to speak and understand the English language excludes students from effective participation in the educational program offered by a school district, the district must take affirmative steps to open its instructional program and assure all students equal educational benefits. In 1974, the United States Supreme Court, in the case of Lau v. Nichols, expressly upheld HEW's regulations as interpreted by the policy statement referred to above. The court action prohibits educational practices by which "...students who do not understand English are effectively foreclosed from any meaningful education."

Upon review and analysis of a school district's Compliance Report on Instructional Services for Students Whose Primary or Home Language is Other Than English (HEW #OS 53-74), the Office for Civil Rights will find a district to be either in non-compliance or in compliance with Title VI of the Civil

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Rights Act, 1964 (CRA '64) regulations (see Figure 1).

A school district found in non-compliance with Title VI (CRA '64) regulations is requested to develop a comprehensive master plan to comply with federal guidelines regarding educational services for non-English speaking and limited-English speaking students (hereafter referred to as NES/LES students).

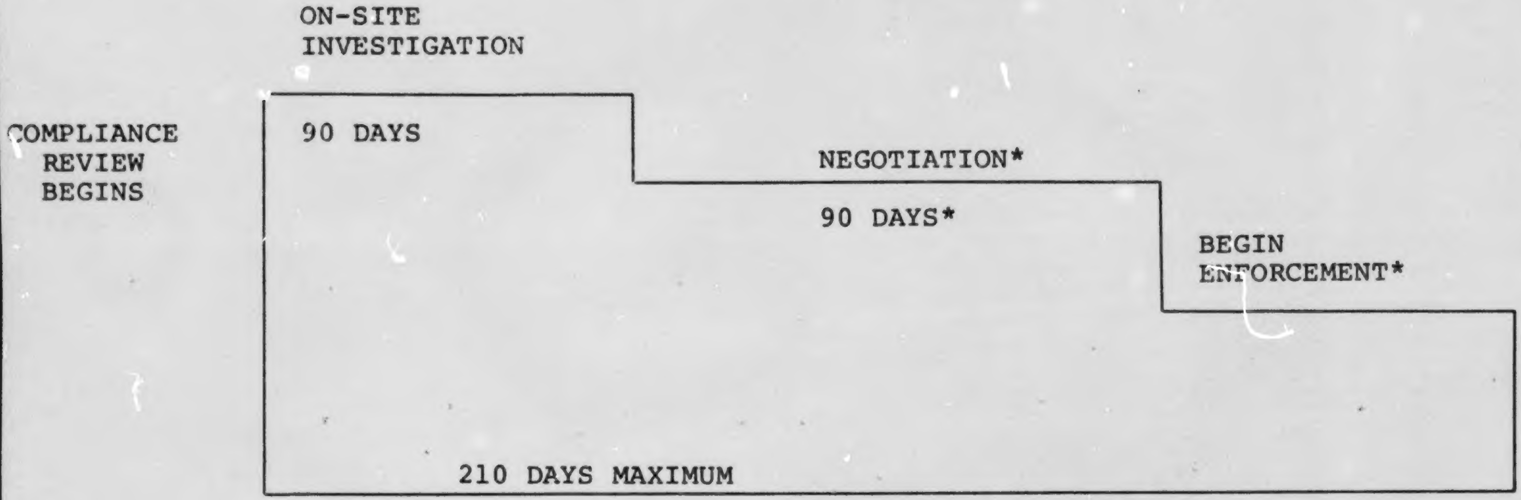
Conditions for the Development of an Educational Master Plan

The following are basic conditions that should be considered by a school district in the development of an educational master plan to meet Title VI (CRA '64) regulations:

1. The non-compliance status of a school district can be remedied only through the development and implementation of a comprehensive educational master plan. This plan will be designed to assure and maximize compatibility with, and responsiveness to, the characteristics and needs of the culturally and linguistically heterogeneous student population in the school district.
2. The educational master plan, therefore, must seek to rectify existing inequalities in the treatment and educational outcomes of NES/LES students. On the one hand, the plan must avoid those educational practices having potential for inflicting social or psychological harm on groups or individuals within the population. On the other hand, it should embody innovative approaches to

FIGURE I

OCR COMPLIANCE REVIEWS


ON-SITE INVESTIGATION
COMPLIANCE REVIEW BEGINS
90 DAYS
NEGOTIATION*
90 DAYS*
BEGIN ENFORCEMENT*
210 DAYS MAXIMUM

*If necessary or appropriate

provide a meaningful and comprehensive full-time instructional program for all children of NES/LES ability.

3. The educational master plan, in addition, must be consistent with local, state and federal policies requiring school integration.
4. The educational master plan must also include time-line projections for achieving specific objectives in the plan. Projected dates for achieving those objectives must meet the basic criteria of reasonableness given the school district's resources, both existent and anticipated.
5. District administrators and the district board of education should be committed to involving a broad-base representation of parents, other community members and district personnel in the development and implementation of the educational master plan.
6. The intent of the plan and of the plan components should reflect the major goals of promoting the pluralistic aspects of our society, and provide equal educational opportunity for all students.

Office for Civil Rights Guidelines for Developing an Educational Master Plan to Meet Title VI (CRA '64) Regulations

In order to facilitate the efforts of the Office for Civil Rights (OCR) to secure voluntary compliance with current

Title VI (CRA '64) requirements concerning national origin minority group students who have limited or no understanding of the English language, a task force was created to outline educational approaches which would constitute appropriate "affirmative steps" to be taken by a non-complying school district "to open its instructional program to students foreclosed currently from effective participation therein." That outline has been developed and is formally called "Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Ruled Unlawful Under Lau v. Nichols" (hereafter referred to as the Task Force Remedies).

Voluntary compliance plans based on educational strategies consistent with the Task Force Remedies will be accepted by OCR. School districts submitting voluntary compliance plans which are not consistent with the Task Force Remedies or with other required plan elements must demonstrate affirmatively to OCR, at the time of plan submission, that they will, at a minimum, be equally effective in ensuring equal educational opportunity. (See Manuals I and II of the Region G Lau Center for specific information regarding the Task Force Remedies and for an organizational approach to developing an educational master plan to comply with Title VI requirements).

As a first step in preparing such a plan, the school district must reply to the Office for Civil Rights within 15 days from the date that the letter of non-compliance is received. The reply should indicate the district's intent to initiate positive action that will remedy the findings set forth in the non-compliance letter.

As a follow-up activity, the school district must submit a "skeletal" educational plan within 90 days of receipt of the letter of non-compliance. The "skeletal" educational plan should be a 10-12 page document outlining: 1) long range and short range goals (see samples in Appendix I) for meeting the educational needs of NES/LES students; 2) activities to be undertaken in the development of the educational master plan; 3) a time-line for those developmental activities; and 4) the dates for completion and implementation of the master plan (see Appendix III for a suggested checklist for the "skeletal" master plan content).

Upon OCR approval of the "skeletal" educational master plan, the district will be accountable for the development of a comprehensive educational master plan within 210 days from receipt of the letter of non-compliance. The comprehensive plan should follow the "skeletal" plan as a framework but should also include specific details and should expand each of the "skeletal" plan components. All information and plans sent to OCR must bear the authorization of the school district board of education.

Given the completion and approval of the educational master plan by the school district board of education and OCR, the district will submit progress reports to the OCR Regional Office for the first three years following the implementation of the plan. Progress reports are required 60 days after school starts each year and 30 days after the last day of each school year in question.

The progress reports should describe not only targeted activities completed and objectives met, but also those activities not completed or objectives not met. A narrative should explain why any targeted activities and objectives were not met.

Region G Lau Center Technical Assistance Process for Developing "Skeletal" and Comprehensive Educational Master Plan

As discussed in the preceding pages, OCR regulations specify a two-step process for the development of an educational master plan. The first step consists of developing and submitting a "skeletal," or outline, master plan. The second step consists of developing and submitting a comprehensive educational master plan. To assist school districts, the Region G Lau Center has developed a six-phase technical assistance and training process for developing an educational master plan to meet Title VI (CRA "64) regulations and guidelines. This six-phase process has been implemented through fiscal years 1975-76 and 1976-77; twenty-three school districts have developed, or are actively developing, educational master plans with Lau Center six-phase technical assistance and training. The six-phase process is described below and is diagrammed in Figure 2, page 19.

Phase I: Orientation to Region G Lau Center Capabilities and to Title VI Civil Rights Act Regulations

Phase I begins with discussion of the school district's expectations of Region G Lau Center technical assistance, and makes school districts aware of Region G Lau Center capabilities for assisting in the development of an educational master plan for bilingual desegregation to comply with Title VI and applicable state regulations. In Phase I, school districts are also made aware of the Institute for Cultural Pluralism--which administers the Region G Lau Center--and its capabilities for assisting in the development of an educational master plan for bilingual desegregation. Phase I, Orientation, includes:

1. Discussion of school district and Lau Center expectations for delivery of technical assistance and training;
2. A review of Title VI and other applicable regulations governing bilingual desegregation;
3. A review of the functions and services of the Region G Lau Center;
4. An overview of the Region G Lau Center six-phase plan for technical assistance and training;
5. An overview of the Institute for Cultural Pluralism's areas of educational service.

Phase II: Organization of a School District Lau Steering Committee to Develop an Educational Master Plan

Phase II is designed to involve a representative group of people from the school district and from the community in the design, development, and implementation of an educational master plan. Phase II, Organization of a School District Lau Steering Committee, includes:

1. Securing a commitment from the school district to form and involve a representative group of people from the community, the staff and the student body in the activities of the Lau Steering Committee;
2. Establishing a process to select and guide the Lau Steering Committee;
3. Organizing a community relations workshop on the functions and development of a Lau Steering Committee;
4. Selecting and facilitating a Lau Steering Committee of parents and/or community representatives, school district personnel, students, university personnel and board members;
5. Planning activities to implement a Title VI needs assessment and a plan to comply with Title VI regulations;
6. Setting goals to achieve compliance with Title VI regulations and to develop an educational master plan.

Phase III: Implementation of a Title VI Needs Assessment

Phase III is carried out to identify the school district's specific educational needs in order to comply with Title VI regulations and to identify student characteristics (especially oral language skills of limited and non-English-speaking students), potential instructional and curriculum needs, staff training needs, community relations needs, counseling and guidance needs and administrative needs. Phase III, Needs Assessment, includes:

1. Identifying student language dominance and proficiency in first and second language, student achievement and sociocultural background;
2. Identifying school district characteristics;
3. Reconciling student characteristics and school district characteristics;
4. Reporting findings and delineating recommendations for the development of an educational master plan.

Phase IV: Development of an Educational Master Plan

Phase IV develops a comprehensive educational master plan that recognizes cultural, racial, and linguistic differences as an integral and positive aspect of American society, while providing viable teaching designs, instructional programs, and multicultural curricula for teaching NES/LES students as well as English-speaking students. Phase IV, Development of an Educational Master Plan, includes:

1. Planning the framework of the educational master plan;
2. Specifying measurable educational objectives for bilingual-multicultural education;
3. Developing strategies for achieving stated objectives:
    a) designing instructional programs to meet the needs of NES/LES students;

b) designing staff training programs and defining affirmative action goals;

c) designing the criteria for selecting, developing, field testing, and adapting curriculum materials;

d) designing and planning community relations programs;

e) determining the need and direction for administrative reorganization;

f) determining the counseling, testing, and guidance needs of the NES/LES students;

g) designing a fiscal plan and a management system to implement an educational master plan.

Phase V: Development of Time-Line Management System to Implement the School District Educational Master Plan

Phase V is designed to: 1) systematically provide for the unfolding of activities and implementation of educational objectives for bilingual-multicultural education specified in the school district educational plan, and 2) to designate the person(s) responsible for each activity and the resources needed to accomplish each activity. Phase V, Development of Time-line and Management System, includes:

1. Developing management information and discrepancy analysis procedures for the implementation of the educational master plan;
2. Specifying personnel and resources to be involved in the implementation of the master plan;
3. Specifying persons responsible for implementing activities,

making decisions, and monitoring the progress of the educational master plan;

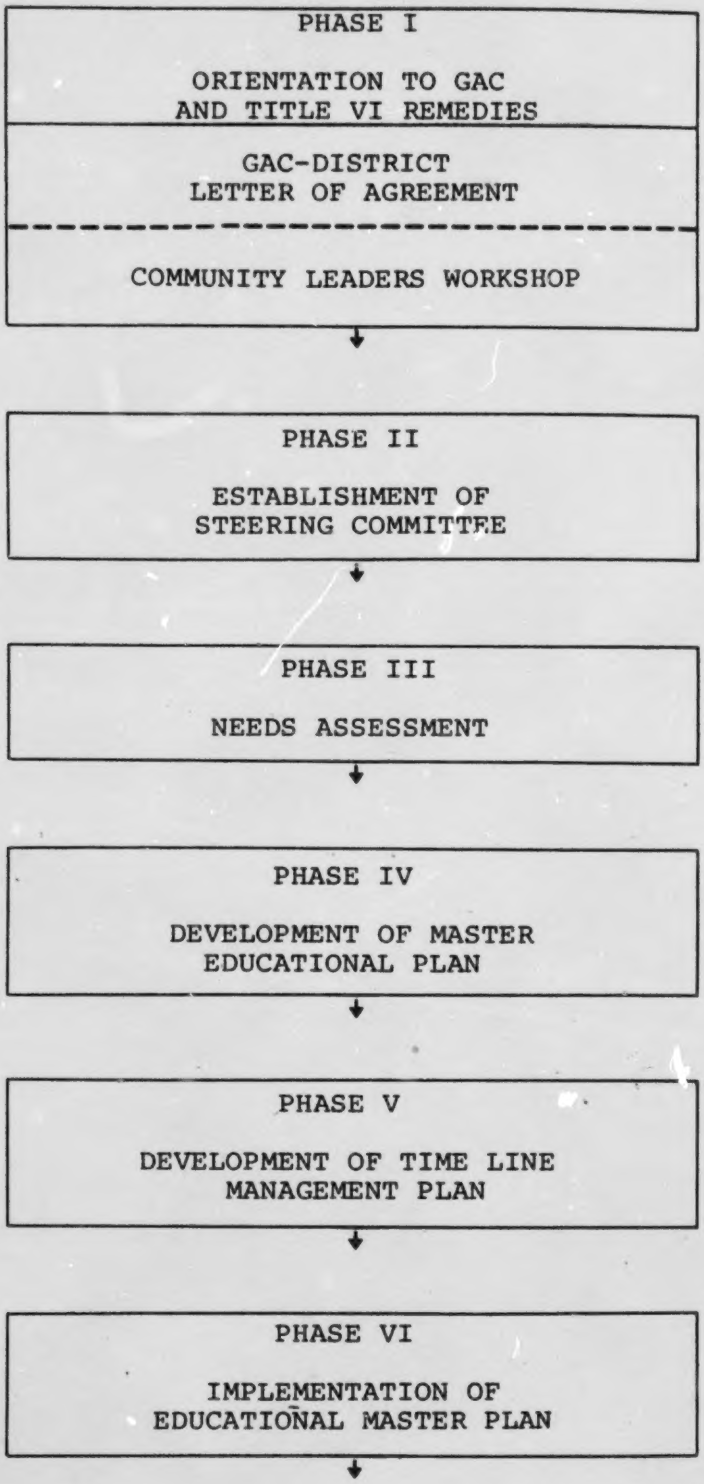
4. Specifying dates for initial and ongoing activites and for the implementation/completion of the master plan.

Phase VI: Implementation of Educational Master Plan

Phase VI is designed to provide the equal educational benefits that constitute equal educational opportunity for NES/LES students. Implementation requires:

1. Developing and implementing instructional programs to meet the needs of NES/LES students;
2. Developing and implementing staff training and inservice programs;
3. Selecting, developing, field testing, and adapting curriculum materials;
4. Implementing a community relations program;
5. Developing and implementing administrative organization to meet the needs of NES/LES students;
6. Implementing a management system;
7. Determining further technical assistance and training required to implement the educational master plan.

REGION G LAU CENTER SIX PHASE TECHNICAL ASSISTANCE PROCESS



PHASE I

ORIENTATION TO GAC
AND TITLE VI REMEDIES

GAC-DISTRICT
LETTER OF AGREEMENT

COMMUNITY LEADERS WORKSHOP

PHASE II

ESTABLISHMENT OF
STEERING COMMITTEE

PHASE III

NEEDS ASSESSMENT

PHASE IV

DEVELOPMENT OF MASTER
EDUCATIONAL PLAN

PHASE V

DEVELOPMENT OF TIME LINE
MANAGEMENT PLAN

PHASE VI

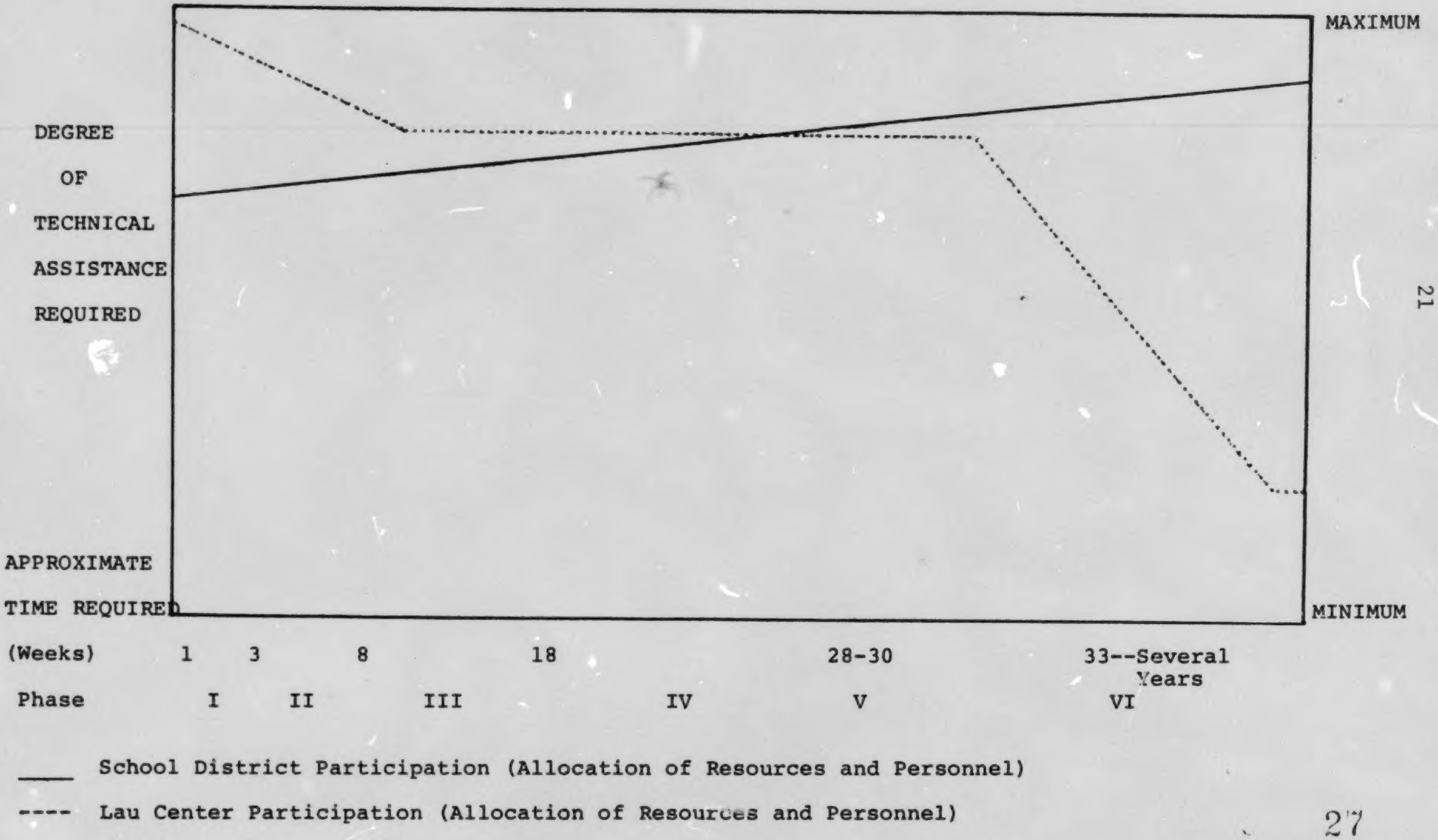
IMPLEMENTATION OF
EDUCATIONAL MASTER PLAN

Time-Line for Delivery of Technical Services by the Lau Center

An essential consideration for meeting Title VI compliance is the degree of commitment by the school district to develop and implement a comprehensive educational master plan. Figure 3 (p. 21) illustrates the probable time required for each phase and the amount of technical assistance required by the school district to develop and implement an educational master plan.

RELATION OF TIME-LINE TO DEGREE OF TECHNICAL ASSISTANCE REQUIRED

FIGURE 3



III

FRAMEWORK FOR A DISTRICT COMPREHENSIVE EDUCATIONAL MASTER PLAN

Goals of an Educational Master Plan

The Office for Civil Rights has determined that a concrete and detailed comprehensive educational master plan is an adequate, realistic and necessary response to the United States Supreme Court Lau v. Nichols decision and Title VI (CRA '64) regulations. The educational master plan should address itself to the following overall goals:

1. To seek to rectify existing inequalities in the treatment and educational outcomes of English speaking and NES/LES students through an equal benefits educational policy;
2. To assure that there are no educational practices that:
   a) inflict social or psychological harm on groups or individuals within the population,
   b) discriminate on the grounds of sex, race, color or national origin, or
   c) deny equal educational benefits.
3. To define and make operational a comprehensive educational program to provide for the conceptual and linguistic development of NES/LES students.

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Areas That Need to be Addressed by School Districts in the Development of an Educational Master Plan to Meet Title VI (CRA '64) Regulations

Nine areas that must be addressed by school districts in the development of an educational master plan are discussed in detail in this section of the manual. These areas are:

1. Administrative organization
2. Community relations
3. Student language determination and diagnosis of student affective and cognitive needs
4. Responsibility for service relative to language determination
5. Instructional program
6. Staffing and staff development
7. Counseling-guidance and special programs
8. Curriculum, instruction, materials
9. Evaluation

The motive for outlining the suggested educational master plan components extensively is to provide districts with a framework that can be adapted and modified to meet individual district needs identified in a comprehensive needs assessment.[5]

All the components are interrelated and interdependent, and no one component should be developed in isolation.

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[5] See Appendix I for a suggested checklist for developing an educational master plan to meet Title VI regulations.

The over-all comprehensive educational master plan will be stated in general terms applicable to the district as a whole. However, OCR will also be concerned to see how the plan will be implemented on a specific school-by-school basis.

Administrative Organization

Goals:

To identify and implement district educational policies that support the needs of NES/LES students;

To improve communications with parents in the language best understood by them and to disseminate meaningful information about educational programs and school services;

To involve parents and community in the decision-making processes of their schools;

To compile and monitor data about student achievement, student language determination and proficiencies, student sociocultural characteristics, staff needs and program needs.

To integrate bilingual programs for NES/LES students with the overall school program, accepting the financial responsibility for implementing such programs through the use of tax revenue and ADA funds, and to remove NES/LES programs from the status of isolated, special compensatory programs.

The following characteristics should be incorporated into the total content of the comprehensive educational master plan:

1. In order to provide equal educational benefits to all

NES/LES students, school district policies should consistently reflect the following concepts:

a) That equality exists only when an opportunity exists for equal schooling benefits to accrue to each student, and not merely when equal access to schooling itself is provided;

b) That parents can furnish important and needed insights for redirecting present district efforts, and that they should be involved in planning and decision-making as well as in implementing and evaluating programs;

c) That to meet direct instructional needs, diagnostic programs; enrichment programs; bilingual-multicultural programs; and programs relating to non-instructional needs (such as free lunches and breakfasts, health programs, counseling services, etc.) should be available to students wherever they reside or transfer within the district, regardless of the source of funds for those services;

d) That students should not be held back academically merely because they lack command of English, nor should they be kept from progressing to successive grade levels in subjects other than English until the English language is acquired. The district should assume responsibility for providing academic instruction in a language the student can understand while that student gains proficiency in English;

e) That recruitment, hiring and placement of staff should reflect the ethnic and cultural characteristics and educational needs of students. Other major considerations should be the skills, strengths and weaknesses of existing staff, and the school district's desire for a bilingual, sexually, racially, and culturally integrated staff.

   1) The district should form a recruitment team of bilingual teachers, community people, principals, counselors, and district level administrative staff. This team should be responsible for recruiting and contacting bilingual candidates for school positions. Recruitment efforts should include contact with community groups and agencies and contact in areas where a high concentration of culturally distinct graduates exist. In addition, efforts should be made to personalize recruiting efforts and to follow up formal application procedures.

   2) When student characteristics reveal a need for the specialized services of bilingual staff, such staff should be exempt from the effects of staff reduction due to drop in enrollment or loss of revenue. The district must maintain sufficient, properly trained staff to meet the needs of all students, including NES/LES students.

f) District commitment to the development of culturally pluralistic curriculum materials should be demonstrated through release time for personnel for the development of materials; through the hiring of bilingual curriculum specialists; through ongoing scheduled workshops for the development and sharing of materials; and through allocation of fiscal and physical resources for the development and adaptation of bilingual-multicultural materials.

g) The school district should eliminate or drastically minimize conditions which prevent NES/LES students from participating fully in co-curricular or extra-curricular school activities. The school district should also identify financial resources to cover costs that an NES/LES student could not personally bear, thus being unable to participate in co-curricular/extra-curricular activities. The following are examples of such costs:

1) costs incurred for school parties and/or festivals,
2) fees for special music programs,
3) fees for music lessons and/or instruments,
4) fees for school pictures,
5) fees for excursions (field trips),
6) library and/or book club fees,
7) fees for physical education uniforms and gym shoes,
8) fees and dues for school clubs,
9) fees for school supplies,

10) student activity fees,
11) fees for art materials,
12) fees for homemaking or industrial arts programs,
13) fees for pep club uniforms,
14) fees for yearbooks,
15) fees for transcripts and college entrance exams,
16) costs of class rings and pins.

2. In order to improve community relations, communication with parents, and involvement of parents and other community members in school activities, the school district should assume responsibility for:
   a) Notifying parents of school meetings and activities in a language that they understand, encouraging alternative means of communication with parents, such as phone contact, home visitations, school visitations, informal and formal meetings, etc.;
   b) Encouraging parents to contribute and participate in these activities;
   c) Letting parents know that they are appreciated as key personnel in their childrens' educational program.
3. The district should have a well-defined system for gathering, monitoring and using data on:
   a) Student needs and characteristics;
   b) Staff and educational program needs and characteristics. Included in such a system should be:
      1) A plan for comprehensive and ongoing needs

assessment;

2) A process for data collection;
3) A storage and retrieval system;
4) A defined approach for analyzing the data;
5) A process for reporting and disseminating data;
6) A process for insuring the incorporation of needs assessment input into educational practices.

The data should be collected at the central district office, and it should be the responsibility of a designated data collector. This would assure consistency and availability of data and prevent duplication of efforts and conflicting information. High regard should be given to student and staff rights to privacy and to the responsible use of confidential data as required by law.

4. The district should provide for the needs of NES/LES students as an integral part of regular district budget expenditures and as an integral component of the overall district instructional program.

a) When federal money is requested to begin programs or projects, the district must define the proposed steps of assuming the costs of those programs when federal funds are no longer available. The implementation of state and federal programs (such as components of Early Childhood Education, Title I, and SB90) generated by identified NES/LES student characteristics should reflect those students' distinct needs.

b) Cooperation, and the sharing of information and resources, among all programs involving NES/LES students should be encouraged and facilitated at all levels: administration, support personnel, teachers, classified staff, students, parents and community.

c) Basic content areas, curriculum materials, evaluation processes, etc., in bilingual-multicultural programs and classrooms should provide educational benefits equal to those of regular instructional programs. Also, practices and instruments used for counseling and assessment, program evaluation, and staff development should be consistent with and complement those of the regular district instructional programs.

d) The district bilingual services should have a divisional status and the director of the bilingual division should be a member of the superintendent's management team.

5. For the purpose of managing operations in the development and implementation of a comprehensive educational master plan to meet the needs of NES/LES students, management information can be broken down into five

classes (See Figure 4, p. 33):[6]

a) Timing--the key elements of time information are: 1) expected beginning date, 2) expected completion date, 3) enroute check date, 4) deadline date, and 5) date of completion for all tasks and activities.

b) Interaction with other activities--the elements to be specified in the interaction information for a given activity are: 1) activities upon which this one depends, 2) activities which depend on this one, and 3) general consequences of failure of activity.

c) Key persons--elements in the information class designated as "key persons" include: 1) persons responsible for progress of activity, 2) persons to be informed of status of activity, 3) persons with authority to change allocation of resources, and 4) persons with skills critical to the activity. The planning function of this information class is to delegate responsibility and authority and to identify some of the persons whose roles are critically related to an activity. The central function of this information class is to ensure communication among persons critically related to activities when evaluations are made and/or some aspects of activities are changed. The key person will preferably be one person for simplicity of organization. In specifying persons to be informed, care should be taken to be comprehensive and to include persons external to the project where appropriate.

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[6] Blosser, Dennis F., "Systematic Planning and Management," unpublished manuscript.

d) Evaluation--elements critical to evaluation are: 1) the designation of a person responsible for the evaluation process, 2) the identification of an evaluator, and 3) the establishment of criteria for evaluation (see p. 94, Strategies for Evaluating Educational Impact on NES/LES Youngsters).

e) Resources--elements in this class include: 1) materials, 2) space, 3) transportation, 4) money, and 5) personnel. These resources will provide for the management and implementation of the educational master plan activities.

These five classes of information represent the types of data a district needs for reviewing and monitoring the activities of the educational master plan so that adjustive decisions about effectiveness and impact of these activities can be made.

Community Relations

Goals:

To provide for and encourage the active involvement of the target community in the decision-making, planning, implementation, and evaluation of instructional programs for NES/LES students.

To provide for open communication with parents and for dissemination of information concerning school activities,

FIGURE 4

MANAGEMENT INFORMATION SYSTEM

GOAL
|
OBJECTIVE
|
OBJECTIVE DESCRIPTION
|
ACTIVITY

KEY PERSON	TIMING	INTERACTION	EVALUATION	RESOURCES
-Responsible	-Begin	-Critical Inputs	-Person Responsibile for Evaluation	-Personnel
-To be informed	-Complete	-Critical Outputs	-Evaluator	-Materials
-Authority to Reallocate Resources	-Check	-Consequences of Failure to meet Deadline	-Criteria	-Space
-Critical Skills	-Deadline			-Transportation
				-Money

planning, programs, and policies in the language best understood by them.

The following are characteristics which should be incorporated into the community relations component of the educational master plan. This component should reflect a working partnership between the target community and the schools in providing equal educational benefits to all students.

1. The school district should identify and develop procedures and programs for involving parents of NES/LES students and other community members in the development of curricula, counseling programs, school-community relations activities, tutorial programs, classroom learning centers, and for including parents as assistants and participants in staff development inservice programs.
2. Bilingual-multicultural community liaison persons should be hired to strengthen and make more meaningful relationships between community and school.
3. All communication with parents and community members should be in the language that the parents/community representatives best understand. This includes notices of meetings, student progress reports, and other information concerning the educational program and process.
4. Translations of notices, documents, and information should be done by qualified personnel and should reflect the dialectal and regional variations of the community. The fact that a person speaks a language does not guarantee ability to translate into or from that language.

Literal or word-for-word translations are seldom accurate (e.g., entre, entre, tome una silla might be translated as "between, between, drink a saddle").

5. District personnel, in consultation with the target community, should draft a list which identifies all forms or notices which, because of their critical nature, must be available at each school in the language that parents speak and understand.
6. Parents of students affected by the educational master plan should be notified in writing and orally in the language best understood by them of the results of diagnostic procedures, and should be advised of the available appropriate services and programs.
7. Parents of NES/LES students should be adequately advised and included in developing or selecting all program goals and objectives, organizational structures, instructional materials and teaching strategies for their children.
8. Persons who speak the language of the NES/LES parents should be included as staff members at all professional and classified levels in schools with large concentrations of NES/LES students.
9. Every school with NES/LES students should have someone (i.e., a community liaison or similar position) available who can communicate with parents in a language they understand.

10. Public meetings should be sponsored by the district to involve parents of NES/LES students in establishing school regulations related to disciplinary procedures, or in establishing new programs. All comments or inquiries received during the meetings or in writing from any interested individual or group should be studied for possible incorporation. Where suggestions are not feasible or appropriate for incorporation, the district should explain to the originators why it has declined to incorporate such suggestions.
11. All school planning functions, activities, and meetings should be widely publicized and open to parents and community.
12. Public forums such as board meetings, cultural arts performances, etc., should be well publicized and should actively include parents.
13. Schools should incorporate community functions, activities, performances, organizational programs into the curricular framework.
14. The district should have regularly scheduled parent-community meetings to discuss student achievement, student assessment, program components and evaluation, staffing needs and policies, pending organizational changes, state and federal laws and regulations affecting the school.
15. The district should assume the responsibility for encouraging and supporting school visitations by parents

of NES/LES students in addition to their participation in regularly scheduled activities.

16. The school district should organize and sponsor, in conjunction with parents of NES/LES students and community groups, parent education programs in child development, parent-school interaction, and academic, skill or interest areas.
17. Parents of NES/LES students and community members should be actively recruited for positions within the school district, and should be included in the recruiting and screening of persons providing services to NES/LES students.

Student Language Determination and Diagnosis of Cognitive Abilities

Goals:

To define and make operational a consistent district-wide process for adequate student language determination based on the most up to date research.

To diagnose language proficiencies and cognitive abilities in order to prescribe effective instructional programs and methods directed to the student's individual educational needs.

The process and instruments for student language determination are critical in meeting identified student needs and should be well defined and consistent throughout the district. Three principal steps in this process have been defined: 1) identification of home language and comfortable language; 2) determination of degree of linguistic function or ability and language dominance; 3) determination of achievement. These three steps are discussed in detail below.

Identification of Home Language and Comfortable Language

1. Bilingual district staff should develop a survey form requesting the parent to identify the home language and the first language learned by the child. A letter should accompany the survey form to explain why the information is needed and how it will be used. The survey forms should be sent to the homes of all students. Parents who do not return the surveys should be contacted by a person who is able to communicate fluently in the languages of the community and who is sensitive to the culture of those to be interviewed.

Representatives of the NES/LES parents in the district should help to formulate survey questions and processes to be used in gathering survey data assuring that the instruments and processes used will be acceptable and inoffensive to parents and students.

In the case of students who have been identified as speaking languages which occur infrequently or which are totally oral languages, parents of those students should be contacted by district staff or volunteers who speak the necessary language to ensure accurate completion of the survey form.

The language survey should be translated into all languages that are spoken by twenty or more students enrolled in the district. The language survey should also contain native language instructions for obtaining additional assistance in completing the form if necessary.

Parents of all newly registered students or the students themselves (if they are old enough) should complete the student language identification survey as part of the registration process.

2. In addition to identifying the home language of each student, the district must identify the comfortable language of each student. The identification of comfortable language should be done by persons who are linguistically and culturally familiar with the language of the student. The comfortable language should be identified in informal situations, such as the playground, the neighborhood, peer group interactions within the classroom and outside of the classroom, at lunch and in other informal situations. The language observed to be the most frequently used by the student in such informal situations will be considered the "most comfortable." The particular competencies necessary to produce reasonably consistent estimates should be clearly defined, and specific observation processes appropriate to different situations should be established. Language observers should be trained in these competencies and processes. The competencies needed for student language observations

should be determined. A training session should be implemented to assure that observers know the process and will be reasonably consistent in their language determinations and estimates of frequency. Frequency levels of language usage should be well-defined as should the observation situations and process.

3. The home language survey and informal observation should cross validate one another. That is, if the home language is not English, then the informal language or comfortable language preferred by the student will probably not be English. If the language determinations conflict, then a third criteria, such as a test of language dominance, should be used.

Because teachers are often not fluent in the language used by the student, teacher judgment alone is not sufficient to determine home language or comfortable language of the student. Teacher judgment should be used in conjunction with the previously mentioned steps. In addition, non English-speaking students often associate the teacher and the classroom with English. This association might encourage the use of English rather than the student's comfortable language.

Determination of the Degree of Linguistic Function or Ability and Language Dominance

A language assessment instrument or process (see Appendix II) should be used to assess the degree of linguistic function or ability of the student in order to place each student in one of the following categories by language:

1. Monolingual other than English (speaks a language other than English exclusively).
2. Predominantly other than English (speaks another language but speaks some English).
3. Bilingual (speaks another language and English with equal ease).
4. Predominantly speaks English (speaks mostly English, but some of another language).
5. Monolingual speaker of English (speaks English exclusively).

Determination of Achievement

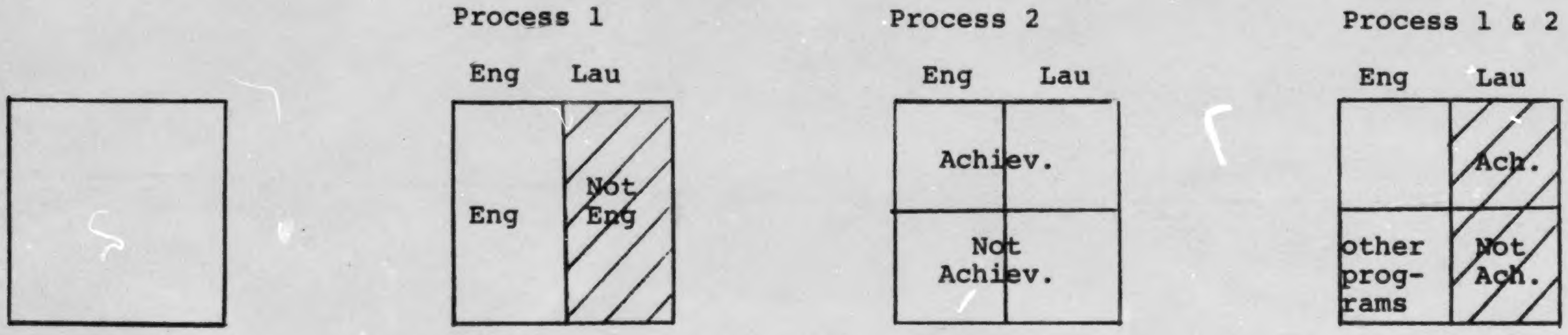
1. After determining the degree of a student's linguistic function or ability in all language areas, the district must then determine the cognitive level of each student in the basic skills of reading, language arts, mathematics, and other areas of the school core curriculum. The assessment of cognitive skills must be determined through the use of the student's dominant language as well as his/her second language. A profile of each student's achievement level--abilities in the home language as well as abilities in English--should then be considered in conjunction with other student characteristics. Affective needs, learning styles, student interest and grade level when known will assist in identifying effective program models and curricula. In order to determine the type of instructional program that continuously meets the educational needs of NES/LES students,

the district should maintain and make available current information about each student.

2. All test instruments or other assessment measures used in determining the conceptual skills or linguistic abilities of NES/LES students should be carefully evaluated and selected to ensure their validity, reliability and the linguistic/cultural relevance for the student population to whom they will be administered. Those responsible for selecting test instruments or assessment procedures should be aware of the scarcity of adequate assessment measures for NES/LES students (see Appendix II, "Checklist of Questions for Selecting an Oral Language Assessment Instrument"). Figures 5 and 6 provide a visual outline of the student identification process.

F I G U R E 5

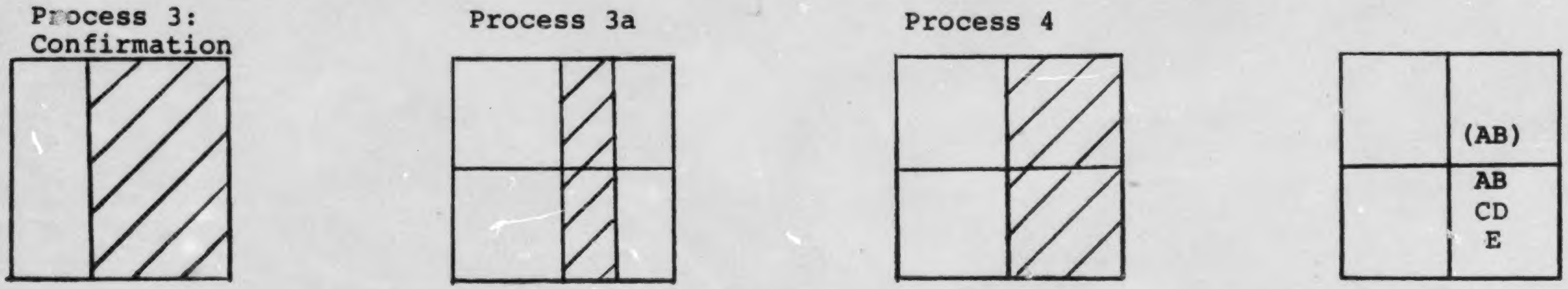
POPULATION INVOLVED IN LAU STUDENT IDENTIFICATION PROCESS


Process 1
Eng
Lau
Eng
Not Eng
Process 2
Eng
Lau
Achiev.
Not Achiev.
Process 1 & 2
Eng
Lau
Ach.
other prog-rams
Not Ach.

DISTRICT POPULATION

HOME/PRIMARY LANGUAGE

ACHIEVEMENT in ENGLISH


Process 3: Confirmation
Process 3a
Process 4
(AB)
AB
CD
E

Observation by Bilingual Personnel

Dominance Test Formal Language Assessment (e.g.,Dominance/Proficiency)

Classification

Lau Student

C,D,E achieving opportunity to participate

Figure 6

Language Identification Process Model,
Population Administered to, and Hypothetical
Pupil Figures
Region G Lau Center - Institute for Cultural Pluralism

Phase	Population Administered to	Number Administered to	Results	
• Home Language Survey	All	18,000	English home language	13,000
			Non-English home language	5,000
• Achievement Data	All non-Eng. home lang.	5,000	Achieving	1,000
			Non-achieving	4,000
• Observation	All non-Eng. home language	5,000	Language identification cross-validated	4,000
			Language not-cross-validated	1,000
• Dominance Test	All non-Eng. home language not cross-val.	1,000	language verified:	
			B. predominant other	250
			C. bilingual	500
			D. predominant English	250
• Classification in TFR cate-	All non-Eng. home language using achievement	5,000	Lau students identified:	A B C D E
			Achieving	250 250* 1500 450 50
			Under-achieving	250 250 1500 450 50
• Classification by school & grade	All A - E Lau students	5,000	[The circled categories represent Lau students that need to be provided with program options]	

Does not apply at secondary level.

Responsibility for Service
Relative to Language Determination

Goal:

To provide the appropriate educational services as determined by language dominance and proficiency as an initial step towards providing an equal benefits educational program through culturally and linguistically competent teachers.

The Office for Civil Rights, in its five categories defining relative language fluency or language dominance, specifies certain types of services that are appropriate and required for each different category. These requirements are summarized as follows:

1. Category A: Monolingual speaker of a language other than English (speaks exclusively a language other than English).

Whenever a student is determined to be appropriately included in this category, the student will be provided services aimed particularly at assuring that each student in this category receives course content material in the required subject matter (language arts, reading, math, science, social studies and health) in the native language, and instruction aimed at developing English proficiency. Consideration for the student's culture, home language, and community and home values should be incorporated into the instructional strategies and should be an integral part of the educational program. These instructional services should be provided in a bilingual-multicultural program with certificated bilingual teachers. A variety of other strategies should be used to assure instruction comparable to corresponding instruction for other students (for further details, see page 48, Instructional Program).

2. Category B: Predominantly speaks a language other than English (speaks mostly a language other than English, but speaks some English).

Responsibility for service corresponds to the description for Category A. Students who are identified as belonging to Category B (along with Category A students who acquire sufficient English language skills to be in this category) should be provided services to assure that the required subject content and instruction are provided to them in their dominant language. Services to improve their ability to understand, speak and write English should also be incorporated in their learning program.

3. Category C: Bilingual (speaks both English and another language with equal ease).

Students in this category are able to participate fully in an English language instructional program. Consideration for the student's culture, home language, and community and home values should be incorporated into the instructional strategies and should be an integral part of the educational program. This student should be given the opportunity to participate in a bilingual program to continue to develop native language skills and to strengthen English and cognitive skills.

4. Category D: Predominantly speaks English (speaks mostly English, but also speaks another language to a limited degree).

The responsibility to provide service to these students corresponds exactly to the description provided for Category C.

5. Category E: Monolingual speaker of English (speaks English exclusively).

The responsibility to provide service to these students corresponds exactly to the description provided for Category C.

Monolingual English speakers who do not have home languages other than English (majority culture students who do not fall into Categories C, D, E) and C, D, E students who are identified as achieving can also benefit from bilingual-multicultural programs, and should be given opportunities to participate. Inclusion of these students helps to prevent segregation and isolation of NES/LES students and helps to promote crosscultural exchanges and understanding.

Note: For students identified in Categories C, D, and E, the question of achievement and conceptual development is crucial. Each student should be individually assessed as to learning needs, and then an appropriate instructional program should be prescribed. NES/LES students in categories C, D, and E should also be given the opportunity to participate in bilingual-multicultural programs. Other types of educational programs which might be beneficial to NES/LES students include smaller classes, individualized instruction, more appropriate instructional materials, etc. Each underachieving student should receive additional educational services based on individually diagnosed needs. A large percentage of NES/LES students in categories C, D, and E will generally require individualized instruction to upgrade their conceptual skills and English language skills.

Underachievement is defined as performance in each subject area (especially reading and mathematics) at one or more standard deviations below district norms as determined by some objective measures for non-ethnic/racial majority students. The objective measures should be explicitly defined by the district and should be cross-validated with progress on reading-math continuums, criterion referenced tests, and classroom performance achievement records.

Instructional Program

Goal:

To identify and make operative instructional models that build upon each student's cognitive and linguistic abilities as well as each student's socio-cultural characteristics and self-concept.

The district should make all efforts to provide the best educational program for each student in the district utilizing qualified bilingual-multicultural classroom teachers. Efforts should make best use of present resources and identify and pursue potential resources for the future.

In determining instructional programs and staffing patterns to meet the educational needs of NES/LES students, the following should be considered:

1. Whenever possible, team teaching and differentiated staffing should be used to ensure that each NES/LES student will receive instruction from a bilingual, certificated teacher.
2. Magnet schools--schools which draw from a district wide attendance area--offering bilingual instruction, might also be used to centralize students in order to meet specific educational needs. Cluster schools--schools which cluster several grade levels, such as K-3 at one school and 4-6 at another--are another alternative which would provide bilingual instruction to students. Such groupings should promote student integration and not result in segregation or isolation of NES/LES students.
3. Whenever the following concentrations of Category A and B students (see pp. 45-48) occur in a single grade or in grade clusters K-3, 3-4, 4-5, 5-6, junior high, middle school or senior high (grades that can be grouped for common instruction), the district should provide at least the appropriate form of instructional program to meet Title VI (CRA '64) regulations.
    a) Concentrations of 10 or more students with a common primary or home language should be grouped to receive bilingual-multicultural instruction from a certificated bilingual teacher who speaks the home language

of the students.

b) Concentrations of 5-10 students with a common primary or home language should be grouped to receive the same type of instruction specified in (a) above. A team composed of a supervising certificated teacher and at least one bilingual paraprofessional enrolled in a bilingual-multicultural credential program and who speaks the student's home language can provide this instruction.

4. Whenever the following concentrations of Category A and B students occur in a school (but not necessarily in a grade level cluster) the district should provide at least the following form of instructional program:

a) Concentrations of 5-10 students with a common primary or home language, or concentrations of 5 or more students with various primary or home languages other than English should receive English language instruction incorporated into the regular classroom instructional program. The teacher of this program will be certificated and trained in applied linguistics and will be sensitive to and knowledgeable about different cultures. The teacher should be bilingual in a language used in the community and in English. Such instruction should be accompanied by one or more supplementary services which provide required subject matter through the native language.

b) Concentrations of 5 or fewer students with common or various home languages other than English should receive instruction in the home language and English through supplemental instructional services (see services listed under section 5 below).

5. In the event that there are fewer than 20 Category A and B students of the same language group within the district, and it is not feasible to cluster those students, the district should provide supplementary instructional services such as:

a) Paid tutors (bilinguals in English and the language of the students) to assist the NES/LES students in learning English and to provide basic instruction and concepts in the student's language. Such tutors should work under the supervision of the student's classroom teacher.

b) Volunteer tutors who are fluent in the necessary languages can provide assistance in required academic subject matter in small group tutorial settings. Such tutors should work under the supervision of a certificated teacher.

c) Cross-age or peer tutors could provide assistance in the classroom or in tutorial sessions on a one-to-one basis where such activity does not interfere with the educational program of the tutor. Cross-age or peer tutoring programs should be under the supervision of the classroom teacher. They must be well-organized and well-structured, and should not be the only instructional assistance provided for NES/LES students.

d) Bilingual learning centers with instructional tapes, manipulatives, and individualized curriculum materials can also provide meaningful learning activities.

6. None of the classes provided under any of the above recommendations should exceed the district average student/teacher ratio by more than 5 students.

7. NES/LES students should not be isolated for more than 20% of a school day for native language instruction or supplementary instructional services. Pull-out English as a Second Language (ESL) programs have been found to be inadequate. All efforts should be made to keep classes well-integrated with English-speaking students.

8. Instruction in the language(s) other than English should be incorporated into the regular school program, and opportunities to participate in bilingual instruction should be offered to English speaking students also.

9. Instruction in the required subjects of language arts, social studies, science, health, mathematics and any other course required for graduation or promotion should be provided for Category A and B students in the primary or home language of the student. One or more of the following could provide this instruction (listed in order of preferred means of service):

a) A team consisting of certificated bilingual teachers and bilingual aides who know the socio-cultural dynamics of the school community.

b) A certificated bilingual teacher who knows the socio-cultural dynamics of the school community.

c) A team consisting of a certificated bilingual teacher and a certificated monolingual English-speaking teacher, both of whom know the socio-cultural dynamics of the school community.

d) A bilingual paraprofessional working with a certificated teacher, both of whom know the socio-cultural dynamics of the school community.

Staff Development

Goals:

To assess present staff capabilities in meeting the linguistic, cognitive and affective needs of NES/LES students.

To identify the training needs of all staff (including administrators, teachers, support personnel, classified staff) and to enable each to demonstrate the competencies required to meet the needs of NES/LES students.

These goals will of necessity be pursued via inservice training. The Region G Lau Center advocates a philosophy of inservice training that reflects the following findings:[7]

..."School-based inservice programs that emphasize self-instruction by teachers have a strong record of effectiveness."

..."Inservice education programs that have differentiated training experiences for different teachers (that is, individualized) are more likely to accomplish their objectives than are programs that have common activities for all participants."

..."Inservice education programs that place the teacher in active roles (constructing and generating materials, ideas, and behavior) are more likely to accomplish their objectives than are programs that place the teacher in a receptive role (accepting ideas and behavior prescriptions not of his or her own making)."

..."Inservice education programs that emphasize demonstrations, supervised trials and feedback are more likely to accomplish their goals than are programs in which the teachers are expected to store up ideas and behavior prescriptions for a future time."

..."Inservice education programs in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives than are programs in which each teacher does separate work."

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[7] Lawrence, Gordon. "Patterns of Effective Inservice Education," unpublished State of the Art paper, Department of Education, State of Florida, Tallahassee, December, 1975, pp. 12-15.

..."Teachers are more likely to benefit from inservice education activities that are linked to a general effort of the school than they are from "single-shot" programs that are not part of a general staff development plan."

..."Teachers are more likely to benefit from inservice programs in which they can choose goals and activities for themselves, as contrasted with programs in which the goals and activities are preplanned."

..."Self-initiated and self-directed training activities are seldom used in inservice education programs, but this pattern is associated with successful accomplishment of program goals."

Planning for Staff Development

The thrust of the staff development program is to ensure that all staff members, aides, administrators, and classified staff have the opportunity to develop as proficient and effective members of an instructional and administrative team oriented toward meeting the needs of NES/LES students and to ensure them continuing opportunities for career development and professional growth.

The following steps are suggested for planning staff development programs:

1. A staff development program should be aimed at improving student performance. Thus, planning for staff training programs must begin with the identification of student and community needs and characteristics.

2. The staff development component of the comprehensive educational master plan required for compliance with OCR regulations and Title VI of the Civil Rights Act 1964 is specifically concerned with enabling school district staff to meet the needs of NES/LES students. Priority should be given to areas of greatest discrepancy between desired and actual performance of NES/LES students and to the staff responsible for the performance of those students.
3. Resources required to enable staff to develop skills in the competency areas defined should be identified. Resources already available within the district as well as additional outside resources should be listed.
4. Strategies for meeting staff and student needs should be selected according to:
    a) Data related to the effectiveness of the strategy;
    b) Data concerning the suitability of each strategy or the students in "this" district/school;
    c) Practicality of each strategy in terms of resources required and constraints involved.
5. Given the strategy or strategies selected to meet priority student needs, the target group to receive the training must be selected. Teachers, support staff, administrators, paraprofessionals, non-certificated staff, parents and students should be included in staff development programs. However, training for one group may need

to precede that of another.

6. New or improved competencies should be specified and compared to present competencies.
7. Possible underlying factors should be listed, i.e., conflict between groups of teachers, poor communication within district, poor attitudes, etc.
8. Constraints related to meeting training needs should be listed.
9. Data and its interrelationships should be analyzed carefully and priority training needs should be identified.
10. Training objectives should be formulated.
11. The training program should be designed to include at least the following steps:
    a) Determine amount of time necessary;
    b) Select convenient time for the participants;
    c) List learning activities to be included;
    d) Design overall training experience, i.e., the sequence of activities and how they interrelate;
    e) Plan for and list methods of follow-up with the target group after the completion of training.
12. Methods of evaluating the degree of achievement of each objective should be specified.
13. Personnel, equipment and materials needed for the program should be identified.
14. A time-line of events should be specified. The overall time-line should also include dates of events preceding

the program (e.g., preparation, distribution of materials, selection of consultants) and following the program (e.g., analysis of evaluation data, summary of training, follow-up activities).

15. A budget should be prepared.
16. The training program should be implemented.
17. The training program should be continuously evaluated:
    a) Compare evaluation results with evaluation criteria;
    b) Analyze data and feedback relating to the processes of the training program;
    c) Make evaluative judgments to determine to what extent the program achieved the overall objectives for the target group and for the students.
18. The results of the training program should be disseminated.
19. Planning the next steps in staff training should be based on the results of the completed training program.

The staff development program should represent a systematic, ongoing process that will enable the district to implement the necessary educational programs and improve NES/LES student performance.

Content for Staff Development

Minimal content areas to be covered in staff development are outlined below:

1. Philosophy of education for the culturally and

linguistically distinct:

a) Patterns and factors associated with cultural change and diversity;

b) The role and diversity of social, economic and political patterns in culture;

c) The integrated nature of behavior and culture;

d) Spiritual and ethical values of different cultures and the interrelationships of those values with religious beliefs and practices, social and political structures, and cultural behavior;

e) Diverse aesthetic and cultural expressions;

f) The interrelationship of language and culture;

g) The historical and cultural heritage of ethnic America and its contributions to today's society;

h) The philosophy and rationale for bilingual-multicultural education;

i) Goals and objectives of bilingual-multicultural education.

2. Sociocultural awareness:

a) Influences and patterns of family structures and role definitions in the school's community (stereotypes should be identified and dispelled);

b) Community culture, role groups and social patterns within the community;

c) Interreltionships and attitudes between community, schools, and community institutions;

d) Contemporary values, activities, personalities, and issues in the school's community;

- e) Awareness of self in relation to one's own culture and to other cultures;
- f) Conflict and confrontation;
- g) Analysis of the nature of prejudice and racism;
- h) Cross-cultural communication;
- i) Techniques for establishing open, meaningful community-school relationships.

3. Language:
   - a) Teaching in the vernacular language (e.g., subject content, vocabulary, etc.);
   - b) Communication in the vernacular language (functions and variations of regional and social dialects within language systems and dialect features);
   - c) Linguistic features of the community language(s) and how they contrast or parallel features of the English language;
   - d) Developmental stages of first language;
   - e) Second language acquisition.
4. Assessment Techniques:
   - a) Diagnosis and evaluation of individual language learning needs;
   - b) Effective testing methods and procedures in bilingual/bidialectal situations;
   - c) Screening and evaluation of test instruments;
   - d) Use and development of criterion-referenced tests which are culturally and linguistically appropriate;

e) Interpretation and application of assessment data.

5. Curriculum and instruction:
   - a) Bilingual-multicultural influences on learning styles;
   - b) Bilingual-multicultural curriculum;
   - c) Bilingual-multicultural instructional approaches;
   - d) Performance objectives for bilingual-multicultural curriculum and instruction;
   - e) Grade appropriate instruction;
   - f) Scope and sequence considerations;
   - g) Multicultural content and integration;
   - h) Bilingual materials identification, evaluation, adaptation and use;
   - i) Specific language considerations in implementing curricula;
   - j) Content area consideration in implementing bilingual-multicultural curricula;
   - k) Research findings concerning bilingual-multicultural teaching techniques and curricula;
   - l) Diversification of classroom strategies and utilization of individualized instruction;
   - m) Goals, structure and methodologies incorporated in various bilingual instructional models.

6. Management:
   - a) Staff roles and parameters as related to bilingual-multicultural instruction;
   - b) Community roles and parameters as related to bilingual-multicultural instruction;

c) Scheduling;

d) Grouping techniques appropriate to bilingual-multicultural classrooms;

e) Classroom organization and monitoring;

f) Program planning;

g) Bilingual-multicultural program models;

h) Program evaluation;

i) Dissemination of skills and information;

j) Federal, state and local policies and regulations applicable to bilingual-multicultural programs;

k) Data collection, interpretation, storage and retrieval;

l) Community and interpersonal relations.

Types of Staff Development Activities

1. University classes meet specific needs or cover specific topics through extension programs offered on-site or on the university campus;
2. Community visitation and interaction provide direct involvement with parents and students in non-school situations;
3. Team supported teaching allows teachers to learn from one another in a team situation within the classroom;
4. Demonstration teaching permits observation of actual teaching or videotaped teaching, criticism of the session, and mini-teaching opportunities;
5. Observations allow teachers to visit other teachers of model programs both within and outside the district;

6. Model-teacher rotations select teachers to become models for other teachers who may intern under them for a period of time;
7. Conferences provide for attendance at national, state or local conferences related to specific topics;
8. Share the wares encourages teachers and paraprofessionals to meet and exchange successful lessons, activities, teacher made materials, games, etc.;
9. Workshops create informal task-oriented sessions in which participants are actively involved;
10. Institutes provide a cluster of intensive training experiences with a particular emphasis which will develop certain competencies in participants;
11. Study groups allow small, regularly scheduled groups to research information and discuss issues which are generated from work experiences.

Each of these activities provides the structure for unlimited large and small group learning experiences and permits the use of a number of different kinds of resources.

Criteria for Assessing Staff Competencies

The following are personal qualities and minimal professional competencies which should be a basis for assessing staff development needs and for providing an educational program for NES/LES students. Personal qualities (attitudes, skills, experience, and knowledge) should be given more weight than academic courses and credit hours.[8] The teacher of bilingual-multicultural education should have:

1. A thorough knowledge of the philosophy and theory of bilingual-multicultural education and its application;
2. A genuine and sincere interest in the education of students regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher;
3. A thorough knowledge of, and proficiency in, the student's home language and the ability to teach content in the student's home language;
4. An understanding of the nature of the language the student brings and the ability to utilize that understanding as a positive tool in his/her teaching;
5. An awareness of and sensitivity to the cultures reflected in the two or more languages involved;
6. A proper professional and academic preparation obtained in a well-designed teacher training program in bilingual-multicultural education.

The guidelines which follow are designed to meet these necessary qualifications. They describe the various academic areas considered essential for teacher competencies in bilingual-multicultural education:

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[8] Adapted from Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education, Center for Applied Linguistics, Arlington, Virginia, August, 1974.

1. Language proficiency

   The teacher should demonstrate the ability to:

   a) Communicate effectively (i.e., should be able to speak and understand) in the languages of the student's home culture and of the school. This ability should include adequate control of pronunciation, grammar, vocabulary, and those regional, stylistic, and non-verbal variants appropriate to the student communication context;

   b) Carry out instruction in all areas of curriculum using a standard variant of both languages.

2. Linguistics

   The teacher should demonstrate ability to:

   a) Recognize and accept the language variety of the home and a standard variant as valid systems of communication, each with its own legitimate functions;

   b) Understand basic concepts of the nature of language;

   c) Understand the nature of bilingualism and the process of becoming bilingual;

   d) Understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program;

   e) Identify and understand regional, social and developmental varieties in the student's language(s) at the phonological, grammatical, and lexical and supra segmental (pitch, stress, tone, body language, non-verbal communication, etc.) levels;

f) Identify and understand structural differences and similarities between the student's first and second languages, recognizing areas of potential interference and positive transfer;

g) Develop curricular activities to deal with areas of interference;

h) Understand theories of first and second language learning, differences between child and adult language learning, and their implications for the classroom.

3. Culture

The teacher should demonstrate the ability to:

a) Respond positively to the diversity of behavior in-involved in multicultural environments;

b) Develop in the learner an awareness of the value of cultural diversity;

c) Prepare and assist students to interact successfully in a multicultural setting;

d) Recognize and accept different patterns of student development within different cultures in order to formulate realistic teaching objectives;

e) Assist students to maintain and extend identification with, and pride in, the home culture;

f) Understand, appreciate, and incorporate into activities, materials and other aspects of the instructional environment:

1) The culture and history of the group's ancestry;
2) Contributions of ethnic and cultural groups to the history and culture of the United States;
3) Contemporary life styles of the group;
4) Recognition of both the similarities and differences between Anglo-American culture and the student's cultures and recognition of potential conflicts and opportunities that cultural differences may create for students;
5) Knowledge of the effects of cultural and socio-economic variables on the student's learning styles (cognitive and affective) and on the student's general level of development and socialization;
6) Familiarity with current research regarding the education of students in the United States and other countries from diverse linguistic and cultural backgrounds;
7) An understanding of the effects of socio-economic and cultural factors on the learner and the educational program;
8) Recognition of differences in social structure, including familial organizations and patterns of authority, and their significance for the program.

4. Instructional methods

This component should enable teachers to assist students in achieving their full academic potential in the home language and culture as well as in the English language. To this end, the teacher should demonstrate the ability to:

a) Assist students to maintain, and improve command of, the mother tongue and the second language in listening, speaking, reading and writing;

b) Apply teaching strategies appropriate to distinct learning modes and developmental levels, including preschool, and take into consideration the affects of differences in culture on these and other learning variables;

c) Organize, plan and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language(s) and observing the local district curriculum guidelines. As a minimum, basic elements and methodologies best suited to teaching reading and language arts, mathematics, social studies, and science should be identified and applied in the learner's language(s);

d) Utilize innovative techniques effectively and appropriately, employing the learner's language(s) in the various content areas. Some important techniques that should be mastered follow:

   1) Formulation and assessment of realistic performance objectives;
   2) Inquiry/discovery strategies;
   3) Individualized instruction;

4) Learning centers;

5) Flexible grouping to promote language and cultural interaction;

6) Uses of media and audio-visual materials;

7) Systems approaches to the teaching of reading and mathematic skills;

8) Team teaching and cross grouping;

9) Interaction analysis.

e) Develop an awareness of the way in which the student's culture should permeate significant areas of the curriculum;

f) Utilize first and/or second language techniques in accordance with the student's needs at various stages of the learning process;

g) Utilize effective classroom management techniques for optimal learning in specific situations;

h) Work effectively with, and be able to guide and direct, paraprofessionals and other adults;

i) Identify and utilize available community resources in and outside the classroom.

5. Curriculum utilization and adaptation

The teacher should demonstrate the ability to:

a) Identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria:

1) Suitability to student's language proficiencies

and cultural experience;

2) Provision of and respect for linguistic and cultural diversity;

3) Objectives, scope, and sequence of the materials in terms of content areas,

4) Student's reaction to materials;

5) Racial, sexual, social or cultural biases.

b) Acquire, evaluate, adapt, and develop materials appropriate to the bilingual-multicultural classroom.

6. General assessment

The teacher should demonstrate the ability to:

a) Recognize the potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the student;

b) Utilize continuous assessment as part of the learning process;

c) Interpret diagnostic data for the purpose of prescribing instructional programs for the individual;

d) Use assessment data as a basis for program planning and implementation.

7. Language assessment

The teacher should demonstrate the ability to:

a) Determine language dominance of the student in various domains of language use--oral and written;

b) Use assessment results to determine teaching strategies appropriate to each student;

c) Identify areas of proficiency (oral and written) vocabulary, syntax, phonology) in the student's first and second language;

d) Assess maintenance and extension levels of the student's language(s).

8. Content assessment

The teacher should demonstrate the ability to:

a) Evaluate growth, using teacher-prepared as well as standard instruments, in cognitive skills and knowledge of content areas utilizing the language of the home;

b) Assess accuracy and relevance of materials utilized in the classroom;

c) Prepare tests to evaluate achievement of proposed objectives of instruction.

9. Self assessment

The teacher should demonstrate the ability to identify and apply procedures for the assessment of:

a) His/her own strengths and weaknesses as a bilingual teacher;

b) His/her own value system as it relates to the student, his/her behavior, and his/her background;

c) The effectiveness of his/her own teaching strategies.

10. School-community relations

Current thought in education recognizes the significant and necessary role of the community in the educational process. The schools should enhance and integrate with the educational program those community goals and expectations which determine the socio-cultural existence of the student.

Bilingual education offers distinct opportunities to bridge the structural and cultural gap between school and community. The school with a bilingual-multicultural educational program should serve as a catalyst for the integration of diverse cultures within the community.

The teacher should demonstrate the following competencies:

a) Develop basic awareness of the importance of parent and community involvement in facilitating the student's successful integration with his/her school environment;

b) Acquire skills to facilitate basic contacts and interaction between the student's family and other school personnel;

c) Demonstrate leadership in establishing a home/community exchange of sociocultural information to enrich the student's instructional activities;

d) Acquire and develop skills in collecting culturally relevant information and materials characteristic of both the historical and current life-styles of the student's culture(s) to serve both for curriculum content and for instructional activities;

e) Act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and community;

f) Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school;

g) Plan for and facilitate direct participation of the student's family in the regular instructional program and activities.

Counseling and Guidance

Goals:

To provide counseling and testing services compatible with the characteristics of the NES/LES students and the target community.

To provide counseling and guidance programs to alleviate racial isolation, high drop-out, tracking, and discipline problems.

To provide strong incentives and encouragement for NES/LES students to enroll in electives and courses which will enhance academic skills and allow each student to develop to his/her highest potential.

Counseling Process

Today, students live in a world that is more sophisticated and more complicated than that of previous generations. Students are faced with many more alternatives and decisions in their daily lives than ever before. While helping students to become aware of the alternatives and decisions before them, a counselor should be able to help students develop the following:[9]

Respect--Students should develop respect for themselves, their ability to make decisions, and for the decisions they make. With this self-respect as a foundation, they can develop respect for others and the decisions of others.

Recognition--Students should develop recognition of themselves as leaders in their own decision making process. They must develop recognition of what alternatives and possible decisions are before them.

Self-Esteem--Students will develop self-esteem as they learn to make their own decisions and rely on them. This growing sense of self-esteem will allow students to recognize and analyze where their decisions have failed them in terms of an overall life picture and not in terms of personal blame.

Self-actualization--Students will be capable of making better decisions over a period of time as they see their own life patterns more clearly. As students see the results of their decisions, they will be able to make future decisions that reflect more closely their own individual values.

A first step in achieving these goals should be to share with the students the counselor's own methods for finding alternatives and making decisions. Traditionally, the counselor has too often appeared as another authority figure for students. This particular authority figure through some mystical wisdom, is supposed to solve problems. Demystifying the role of the counselor as the "problem solver" will help students see the counselor as someone with whom they can share their problems, and someone who will perhaps help them to see their problems more clearly. The counselor will spend more time helping the students see themselves and their problems rather than guiding them into alternatives that reflect the counselor's own values. This process will free students to learn to take responsibility for their own decisions and actions instead of creating a dependency on the counselor. The students will develop the above competencies as beneficial and useful skills of their own.

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[9] Ochoa, Mariaelena L., "Counseling Culturally and Linguistically Different Students," an unpublished paper.

A second step in the counseling process concerns the counselee as object vs. subject. A counselee, as an object, sees his/her life as "acted upon," and thus is unable to make personal decisions. Counselors have a responsibility to help their counselees move, in their self-perception, from "objects" to "subjects": creators of their own decisions, lives and futures. The counselor helps bring about this change by encouraging the student to look for all possible solutions to any given problem. The counselor may have a solution, but it is examined as one of the alternatives, not as the answer to the problem. The ability to examine alternatives and make decisions would free students to enter society as responsible citizens capable of taking action for and affecting changes in their own lives.

The third step in the counseling process is to view the total problematic situation being faced by the student. Often the counselor and the counselee cue into the problem as being in the individual. Perhaps the problem is not in the individual's action, but in the way others react to that action, or perhaps it's in direct conflict with school regulations. First, counselors need to help counselees explore environmental conditions surrounding the problem (e.g., value conflicts, school rules, personal goals, other persons involved, etc).

Some group counseling techniques have proven to be useful alternatives to the traditional counselor-student interview. Students will be able to explore alternatives in their environment through peer group dialogue and youth counseling youth; these aid the student to learn and internalize the counseling process and to make decisions according to individual values.

In the proposed counseling process there are some general procedures and characteristics that counselors involved in the helping process should consider:

1. While listening to the counselee, the counselor should be aware of cultural differences in attending skills and the cultural implications of different attending skills. If unfamiliar with other cultures, the counselor should seek this information from other counselors and/or professionals of various cultural backgrounds;
2. The counselor should make sure that the problem is

understood as the counselee sees it and has stated it. Questions should be asked if certain areas are unclear.

3. The counselor must be aware of and respectful of the counselee's "world view," which may differ from his own. Understanding another's "world-view" requires an extremely sensitive and patient attitude; it is also crucial to a counseling session with culturally different counselees.
4. The counselor must assist the counselee in putting the environmental factors affecting the issue into perspective. A counselor's skills should contain the ability to assist and allow the counselee to look at the total problematic situation.
5. Most importantly, the counselor must help the counselee take responsibility for the issue and find a compatible solution according to the counselee's own world view.

Characteristics of a Counseling Program

Guidance staff and counselors should have the following competencies and characteristics to meet the needs of NES/LES students:

1. Previous experience in working with youth, community organizations, and social or welfare agencies;
2. Experience in working with NES/LES students and the target language community;
3. A command of counseling techniques and methods other than the traditional one-to-one methods, such as group

methods, alternative forms of counseling, peer group guidance and use of paraprofessionals;

4. Fluency and literacy in the target student's home language, regional dialect or language variant as determined by a bilingual screening committee composed of members who possess well defined language competencies;
5. Training in language assessment and evaluation of testing instruments and processes;
6. Cultural awareness/sensitivity and a thorough knowledge of the cultures reflected in the languages involved in the school-community;
7. The ability to serve as a link between school and community by interpreting the school's expectations for parents and students, as well as conveying the needs and expectations of parents and students to the school;
8. A commitment toward understanding the background and values of NES/LES students;
9. The ability to work with teachers to ensure optimal learning conditions, classroom management, and student incentives to meet the needs of NES/LES students;
10. The knowledge and ability to develop counseling programs which will alleviate social and ethnic prejudice and which will promote ethnic and racial pride and intercultural understanding;
11. The ability and commitment to assist each NES/LES student to continually develop self-understanding

and a positive self-image.

A counseling and guidance program is one of the most important services the school provides to the students outside of the classroom. In order to effectively meet the needs of NES/LES students, the district guidance program should reflect the following characteristics:

1. Any school with a large number of NES/LES students should have a bilingual counselor in order to communicate effectively with NES/LES students and their families. At least one counselor should be available for each 300 students at the elementary school level; for each 300 students at the junior high school level; for each 300 students at the high school level. This counselor should be dedicated to meeting the needs of all students. He/she should also be bilingual and thoroughly familiar with NES/LES student needs and culture.
2. Through bilingual counselors, the school district should provide each NES/LES student relevant, updated information on a continuous and systematic basis in the following areas:
   a) Credit/graduation requirements;
   b) Information about course offerings;
   c) School regulations and expectations;
   d) General teacher expectations;
   e) School organizations and activities;
   f) Special services available through the schools and

community;

g) Career opportunities;

h) Higher education opportunities.

3. NES/LES students should be guided and encouraged to aspire to high educational and career goals.

4. Guidance counselors should provide NES/LES students with all the information on career alternatives available to enable them to make a well-thought-out, educated, career choice.

5. Guidance counselors should provide NES/LES students with information concerning higher education (e.g., applications, scholarships, entrance requirements, housing and job possibilities). Information should include both academic and vocational institutions. Guidance staff should also assist NES/LES students in completing application forms and in meeting registration deadlines.

6. Guidance counselors should arrange night hours to meet with working parents and should schedule conferences to discuss student career directions as well as academic performance and affective needs and concerns. Parents should feel welcome and comfortable in visiting the guidance counselor.

7. Guidance counselors should encourage NES/LES students to participate in molding their futures by actively working for social justice in the school and community. Secondary level counselors should facilitate information

centers concerning citizenship and voting.

8. Guidance concerning the transition from elementary to junior and senior high schools should be provided through a cooperative team effort of bilingual classroom teachers and elementary, junior, and senior high school counselors.
9. NES/LES students enrolled in classes that are not meeting their needs should be allowed to transfer to another class without penalty or delay early in the semester. There should be no negative consequences as a result of early changes.
10. Guidance counselors should energetically work toward:
    a) Encouraging student positive self-concept and positive cross-cultural attitudes;
    b) Facilitating and organizing conflict resolution and decision making sessions with students, teachers, administrators and parents;
    c) Promoting cultural/racial understanding among all groups of students, staff and parents;
    d) Involving and including parents and students in programmatic school related decisions or problems.
11. The school district and guidance counselors should coordinate efforts with other social service agencies to provide for adequate and extensive health and social programs for students at all levels (e.g., complete physical, hearing, vision, dental and allergy

examinations; necessary innoculations; cultural arts centers; community projects; community service centers; extra curricular activities; and civic agencies).

12. Bilingual guidance counselors should initiate, encourage, and facilitate the development of employment programs for NES/LES and bilingual students. Such programs should not be limited to the academic school year, but should also include summer months.
13. Counselors should provide for flexible grouping of all students to promote language and cultural interaction and should work with majority culture students to help them understand the difficulties of NES/LES students in an English dominant school situation.
14. Counselors should assist teachers in working with NES/LES students and should work closely with students to prevent them from falling behind in classes or dropping out of the school program.
15. Counselors should spend the majority of their time working directly with students rather than in scheduling and paper work. The counselor should be available and should initiate counseling sessions for NES/LES students and their families to resolve problems of personal, school, and cultural adjustment.
16. The counseling program and all counseling activities should be based on the positive concept that no culture is deficient or deprived; instead, all cultures are unique.

Assessment instruments and processes should be carefully evaluated for use with NES/LES students.

1. Standardized test results should not be used as the only guide for making decisions concerning student assessment. The following points should be considered in using standardized tests with NES/LES students:
    a) How and by whom are standardized IQ and achievement tests selected? Were the tests carefully reviewed and evaluated? By whom? From what population are norms derived? Are those norms applicable for the district population?
    b) What learning goals do achievement tests seem to serve? Are they compatible with district learning goals?
    c) Do achievement tests measure what parents, community members, and educators of the district have determined is important?
    d) Who controls and monitors the privacy of and access to test data?
    e) What decisions are made on the basis of test scores (e.g., "teaching," special education programs, assignment to teachers, recommendations to employers and/or colleges)?
    f) What alternatives to large scale, standardized testing are being tried so that more accurate judgments can be made about student progress toward agreed upon educational goals and about the effectiveness of teaching?

g) Are the tests free of ethnic, racial, sexual, and class bias? Do they seem to be fair or unfair to students of different backgrounds?

h) Have culturally and linguistically based tests used for improper placement of NES/LES students been eliminated?

2. Results and responses from such instruments as interest surveys, student and parent questionnaires, and individual student conferences should be used in addition to achievement data when counseling students.

3. Counselors should monitor the progress of NES/LES students through periodic evaluation and student, teacher, and parent conferences.

4. Special education

   1) A committee composed of several student service personnel and the school psychologist (some of whom must be bilingual), a bilingual teacher, a linguistics specialist, a bilingual counselor, and a community person with special skills in these areas should have the responsibility of screening all NES/LES students considered for special educational programs or classes for the mentally retarded. Responsibilities of that committee should be the following:

      a) Prevent arbitrary decision making by one individual;

      b) Check placements resulting from improper testing;

      c) Share information about the student from a variety of perspectives;

   d) Involve parents and personnel from community agencies that might be working with the student;
   e) Identify relevant school and/or community problems;
   f) Identify all resources in the school staff and community that can help the student;
   g) Make recommendations concerning placement in reading programs, language instruction classes, math labs, special educational classes, gifted student programs, work-study or cooperative work-educational programs.

2) A district must implement uniform, non-discriminatory criteria for the referral, identification, and placement of NES/LES students in special education programs.

3) Written and oral notice must be given to parents in the language they best understand whenever the district proposes to change the educational placement of a student. A full explanation of the nature and implications of such a proposed change must be provided to the parents.

4) To the maximum extent possible, exceptional students should be educated with students who are not exceptional.

5) A district must implement policies to assure that procedures, materials, and assessment devices used to identify, classify, and place students in special

programs are non-discriminatory and in the comfortable language of the student.

6) Students participating in special education programs should be comprehensively re-evaluated at least once a year.
7) Districts must assure through bilingual staff and bilingual materials that special education programs are equally effective for students from all cultural and linguistic backgrounds.

Curriculum, Instruction and Materials

Goals:

To identify instructional needs of NES/LES students and to provide curriculum, materials, and methodologies that meet those needs.

To identify and implement/operate a sequential curriculum that reflects cultural pluralism and linguistic differences.

To identify, evaluate, and provide instructional materials that reflect multiethnic contributions, history, and values in unbiased perspectives.

To identify and use instructional strategies that maximize NES/LES student learning by taking into consideration their learning styles and linguistic, sociocultural and cognitive characteristics.

The recommendations for curriculum, instruction, and materials in this component are based on the premise that significant learning takes place when subject matter and learning experiences are perceived by the student as having relevance for his/her own goals and priorities. When situations are non-threatening, individuals make use of opportunities to learn in order to better themselves. Learning is facilitated when the student participates in the learning process. When the student chooses his/her own direction, helps to discover the resources, formulates the problems, decides the course of action, and lives with the consequences of each of these choices, then significant learning is maximized. Thus, in the selection, adaptation, and use of curriculum, instructional methodologies, and materials, a district should consider the following socio-cultural factors:

Socio-economic background

1. Values (educational, cognitive, affective)
2. Information with reference to student developmental patterns
3. Opportunity for interaction with adults
4. Presence of media in home situations
5. Presence of success models and academic orientation
6. Housing conditions
7. Nutrition
8. Environmental setting (i.e., noise factors, recreational opportunities, etc.)

Culture

1. Cultural characteristics of the community and their compatibility to the school curricula;

2. Incorporation of mores, values, traditions, family relationships, diet, dress, modes of communication, and societal perceptions of individual students and the various groups within the community.

Language

1. Differences in the mode of communication of various members of the school-community;
2. Language first learned by the student;
3. Home language of the student;
4. Language values reflected by the school-community.

Mobility

1. Background of the student (e.g., urban vs. rural upbringing);
2. Effects of mobility on the student's participation in school activities;
3. Effects of mobility on student academic progress;
4. Adaptability of the curriculum and instructional methodology to length of time that student will stay in the school district. This is especially important in the case of students whose families are migrant workers;
5. Previous learning activities and academic progress.

Societal Perceptions

1. How the student perceives the school curricula and environment;
2. How the student perceives his home environment, values,

language, and cultural characteristics;

3. How the school perceives the student;
4. Unconscious cultural clashes between the demands of the school curricula and the student's conceptual development, motivation, learning style, discipline, expectations, values, etc.

Humanistic Concerns

1. Personal student needs and concerns as well as conceptual development;
2. Means of determining student needs and concerns.

Other points that should be considered in the adaptation and use of curriculum, instructional methodologies, and materials are the following:

Curriculum Objectives

1. Performance objectives that are competency-based should be detailed for the total curricula in the student's language and in English.
2. Objectives should include the affective as well as the cognitive domains.
3. Objectives should reflect a wide range of skills and span both simple and complex abilities.
4. Objectives should be challenging but realistic.
5. Objectives should be compatible with the student's affective, linguistic and socio-cultural characteristics and allow for distinct cultural and motivational

learning styles.

6. Objectives should be based on sound bilingual-multicultural pedagogical theory and should be interrelated throughout the school's curricula.

Instruction and Materials

1. Cultural differences, the concept of cultural pluralism, and student experiences should be reflected throughout the curricula and curriculum materials.
2. Individualization, flexibility, self-pacing, self-evaluation, and alternative activities should be an integral part of all materials and instruction.
3. Evaluation and positive feedback should be ongoing.
4. Materials should be carefully screened for cultural, racial, linguistic, sexual, political, religious, economic, and historical biases. (See Manual for Evaluating Content of Classroom Instruction Materials for Bilingual-Multicultural Education, available through the Region G Lau Center.)
5. All materials and instructional methods should reinforce the student's identity with and feeling for his/her own culture as well as other cultures, and should accurately reflect the uniqueness of those cultures.
6. Culture and information reflected in materials must be authentic.
7. Materials and instruction should reflect the vernacular of the students.

8. Efforts should be made to develop and disseminate successful teacher-developed materials and innovative methodologies.

Content

1. Examples, activities, text, characters, and illustrations should reflect the student's familiar surroundings--the local community and home setting as well as a broad ethnic perspective.
2. All subject disciplines and instructional activities should reflect the values of the student's culture and should present other possible world views as alternatives or additions to the student's--not as a superior truth.
3. Past and contemporary history, cultural heritage, developments and contributions of the students and of the school-community should be included in all content areas.
4. Basic subjects such as reading, language arts, mathematics, social studies, and science should be presented in the student's primary or home language.
5. In addition to traditional basic skills in content areas, a pluralistic curriculum should include the basic skills of ethnic literacy, self-knowledge, decision making, and social activism. Specifically, the curriculum content should focus on the following objectives:
   a) Language arts
      1) To provide each student with knowledge and experiences which will develop dominant language and

second language skills in listening, comprehension, speaking, reading and composition;

2) To develop each student's own expressive skills and creativity.

b) Mathematics

1) To provide each student with basic computational and analytical skills in problem solving;

2) To develop each student's skills in examining alternative solutions to problems;

3) To provide learning experiences that will teach the student to look for and find useful information in order to solve problems.

c) Social Sciences

1) To provide each student with relevant cultural knowledge and experiences;

2) To develop each student's ability to apply cultural experiences and knowledge gained to his/her own life;

3) To develop each student's ability to apply cultural experiences and knowledge to complex, multicultural situations in society;

4) To develop each student's knowledge of the disciplines of history, economics, political science, sociology, etc., in order to identify, analyze, and find solutions to social problems.

d) Natural Science

1) To provide each student with knowledge and skills

will generate questions and hypotheses concerning the interrelationships between the environment, man, and society;

2) To develop each student's ability to critically analyze data that responds to the above questions and hypotheses.

e) Health

1) To provide each student with access to resources that teach maintenance and improvement of personal and physical health.

f) Cultural Creative Arts

1) To provide each student with multicultural perspectives and experiences in art, music, dance, theatre, literature, etc.;

2) To develop each student's critical skills and appreciation for creative expression.

g) Physical Education

1) To provide each student with experiences to develop psychomotor abilities;

2) To develop student skills in team work and cooperation;

3) To provide each student with the opportunity to maintain good physical condition;

4) To encourage each student to participate in extracurricular sports activities which may lead to vocational careers or lifetime exercise and enjoyment.

Strategies for Evaluating Educational Impact on NES/LES Students

Goal:

To provide for valid needs assessment, content analysis, process and product evaluation, and to use evaluation data for improving and perfecting the comprehensive educational delivery system and the implementation of that system.

In recent years there has been a significant increase in the development of educational programs designed to meet the educational needs of limited and non-English speaking (NES/LES) students. This is a response to the failure of unmodified traditional programs to produce desirable learning outcomes. Even through there is an abundance of special instructional projects for NES/LES students, it is difficult to ascertain whether or not these students are benefitting from such programs. The assessment of the impact these programs might make on NES/LES students becomes extremely difficult because these students have different educational needs, come from different social and cultural environments, use different languages for communication in homes, and often do not display those academic behaviors which are liable to help them succeed in schools. Despite all the sophistication we have attained in evaluating the success of programs, evaluation of learning outcomes of NES/LES students presents special challenges because of the following:

1. The failure to assess educational needs;
2. The difficulty of evaluating cultural and linguistic backgrounds and their effect on learning outcomes;
3. The unavailability of suitable linguistic and cognitive assessment tests;
4. The difficulty of identifying appropriate (i.e., desirable) educational input;
5. The difficulty of identifying relevant and practical strategies to deliver the "identified" appropriate educational services;
6. The difficulty of monitoring academic performance;
7. The difficulty of identifying and evaluating learned capabilities.

Traditional models for evaluation of educational benefits experienced by NES/LES students will be inadequate because the assumptions underlying traditional evaluation models will have very little validity in terms of NES/LES students. A strategy that can serve as a model to help school districts develop their own program-fair evaluation procedure involves the following:

1. Evaluation of educational context;
2. Evaluation of educational content;
3. Evaluation of educational process;
4. Evaluation of educational product.

It should be remembered that the ultimate goal of an evaluation procedure is to maximize instructional efficiency and to insure that NES/LES students develop appropriate capabilities as a result of their exposure to educational experiences. The evaluation of educational context should involve the identification and screening of NES/LES students to be exposed to appropriate educational programs. It is recommended that screening be done based on the following factors:

1. Language ability;
2. Academic and intellectual capabilities;
3. Home and cultural environment;
4. Entry level behavior as determined by a valid and reliable evaluation process;
5. Behavioral determinants of academic survival.

After the needs have been established, the next step should be to evalute the appropriateness of the educational content which has been developed for NES/LES students. It is evident that students quite frequently do not benefit from education because the content seems to have very little relevancy in terms of the students' lives. It is recommended, therefore, that efforts be directed at evaluating carefully the content of education in terms of the following:

1. Relevancy of educational material;
2. Difficulty level of the material;
3. The amount and sequence of educational activities;
4. Relationship of educational activities to the student's cultural milieu;

5. Motivation value of the educational content;
6. Possibility of generalizing attained educational experiences in problem solving context;
7. Potential of content to help students become critical thinkers;
8. Educational content and its effect on the development of relevant social, emotional, and pragmatic day-to-day skills.

It is strongly suggested that before educational content is packaged for delivery, its probable effects on students should be determined and pilot tested in terms of the criteria stated above.

Evaluating the educational process would require that the strategies used to deliver educational content be evaluated in order to provide feedback for improvement and to ascertain the effectiveness in order to accomplish educational goals. Evaluation at this stage would require that the appropriateness of the following be established:

1. Competencies a[illegible] capabilities of educational change agents;
2. Identification of training inputs to maximize instructional effectiveness;
3. Identification and selection of appropriate and effective teaching techniques;
4. Development of performance monitoring procedures such as development of formal referral procedures, record

keeping, progress reports, and psycho-educational evaluative procedures.

Finally, it is recommended that the effect of such an educational program be determined by evaluating students' progress in cognitive, affective, and behavioral domains. Such an assessment would probably involve formative and summative procedures and would also require the use of program-fair and criterion referenced instruments. In summary, the effect of a program on a student should be carefully determined in terms of student progress in:

1. Intellectual skills (i.e., thinking, perceiving, reasoning, memorizing, etc.);
2. Intellectual strategies, such as problem solving skills;
3. Attainment of knowledge or facts;
4. Affective characteristics;
5. Psycho-motor learning.

In order for a program to be effective, each student should acquire all of the above capabilities. In order to ensure the optimum development of such capabilities, evaluation should be continued throughout the educational process from the identification of needs to the evaluation of terminal educational products. In this sense evaluation is a continuous process and each educational phase should have built-in evaluation procedures so that efforts within each phase can be checked for their fruitfulness. It should also be remembered that at each phase of the evaluation process, the ultimate goal should be to improve the educational delivery system.

APPENDIX I

Sample of Goals and Objectives for the Development of an Educational Master Plan to Meet the Needs of NES/LES Students.

Goals:

Assure that no student is discriminated against on the grounds of race, color, or national origin, and that each student is provided equal educational opportunities.

Enable each student to acquire proficiency in the English language and to achieve success in the instructional program.

Provide a planning process including appropriate student, community, teacher, and administrative involvement in order to prepare a preliminary and final district comprehensive educational master plan to provide required services to identified NES/LES students.

Develop, define, and implement a comprehensive process to identify the primary or home language of each K-12 student.

Determine the degree of linguistic function and assess the cognitive skills of each identified NES/LES student in order to diagnose and prescribe an effective, individualized educational program.

Plan and implement a staff inservice program designed to prepare teachers, other credentialed staff, administrative, and classified personnel responsible for implementing the district master educational plan for identified NES/LES students.

Provide appropriate instructional programs and materials to meet the linguistic, cognitive, and cultural needs of identified NES/LES students.

Develop and implement a community relations program that actively solicits and involves target parents and other community resources in the planning, implementation, and evaluation of the district's educational plan for identified NES/LES students.

Provide guidance and counseling services to identified NES/LES students that will support and facilitate their individualized diagnostic-prescriptive instructional program, as well as other areas of need.

Provide an appropriate district and building level administrative support system to implement services to identified NES/LES students.

Coordinate the bilingual educational program within the framework of the total school program.

Develop a program management system including an activity time-line to implement the district educational plan for identified NES/LES students.

Develop, establish and implement both a process and product evaluation plan for all phases of the district NES/LES program and use evaluation data for improving the educational program.

Objectives:

To define and implement a consistent district-wide process for adequate student-language determination which will be updated anually.

To identify the home language, the language dominance, and proficiency of the student population.

To diagnose language proficiencies and cognitive abilities in order to effectively prescribe instructional programs and methods that will be directed at the student's individual educational and linguistic needs.

To identify and develop a profile of what actually exists in the district in regard to educational services in each area of the educational plan.

To assess present staff capabilities in meeting the linguistic, cognitive, and affective needs of NES/LES students.

To identify the training needs of all staff (including administrators, teachers, support personnel, classified staff) and to provide relevant, comprehensive, and sequential training to enable each to demonstrate the competencies required to meet the needs of NES/LES students.

To identify instructional needs of limited and non-English speaking students, and to provide curriculum, materials, and methodologies that meet those needs.

To identify and implement a sequential curriculum that reflects cultural pluralism and linguistic differences.

To identify, evaluate, and provide instructional materials that reflect multiethnic contributions, history, and values in unbiased perspectives.

To identify and use instructional strategies that maximize student learning styles and student linguistic, socio-cultural, and cognitive characteristics.

To provide for and encourage the active involvement of the target community in the decision-making, planning, implementation, and evaluation of instructional programs for NES/LES students.

To provide for counseling and guidance staff who have the competencies and positive attitude to effectively meet the needs of NES/LES students.

To provide for assessment instruments, process, and services that are compatible with the characteristics of NES/LES students and target community.

To identify and implement instructional models that build upon each student's cognitive and linguistic abilities as well as each student's socio-cultural characteristics and self-concept.

To identify and implement district educational policies that support the needs of limited and non-English speaking students.

To improve communications and to disseminate information about educational programs and school services in the language best understood by each parent, and to involve parents and community in decision-making processes.

To compile and monitor data pertaining to student achievement, student language determination and proficiencies, assessment of other students, staff, and program needs.

To integrate bilingual programs for NES/LES students into the overall school program.

To define and implement the comprehensive educational plan.

To provide for ongoing valid needs assessment, content analysis, process and product evaluation, and to use evaluation data for improving the comprehensive master plan and the implementation of that plan.

APPENDIX II

Checklist of Questions for Selecting an Oral Language Assessment Instrument[1]

by

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[1] Prepared for the Lau Center Office of the Los Angeles County Superintendent of Schools, August, 1976.

The choice of an appropriate test depends upon a number of factors, most of them obvious enough. The following is a check-list of questions to ask before deciding on a particular test:

1. What qualifications does the examiner need?

   Some tests can be administered only by trained professionals. Consequently the choice of such a test would depend upon the availability of a qualified examiner. Other tests can be adminstered by anyone who follows the instructions in the test booklet.

2. What skills does the examiner need?

   Some tests of language require that the examiner be bilingual and it is often important that the examiner should be equally fluent in both languages. It is also essential when dealing with NES and LES students that the examiner should be familiar with their linguistic and cultural background and should be able to communicate easily with them. Any test that attempts to measure a child's language on the basis of samples elicited by the examiner requires an examiner who is capable of putting children from a variety of backgrounds and of varying degrees of ability at their ease and getting them to talk. This is a factor which is often ignored in assessing children's competence. The child may be too nervous, shy, embarassed, or inhibited in the testing situation to provide an adequate sample of his language.

The personality and skill of the examiner can seriously affect the student's performance and this is particularly important in the case of NES and LES students for whom the testing situation is likely to be unfamiliar. Moreover, some tests allow the examiner freedom to prompt the student in unspecified ways while other tests permit only the actual wording provided in the test to be used. This may be important in the choice of the examiner.

3. How is the test to be scored?

In some tests the examiner must evaluate the student's response at the time it is given and record his judgment of the response. This may require specizlied knowledge or training on the part of the examiner. In other tests the responses are mechanically recorded but need to be subjectively evaluted later. In such a case the test may be administered by untrained personnel and later scored by a qualified examiner. A third kind of test is scored mechanically so that no subjective judgment is required.

4. How much time will the test take to administer?

Tests may vary in the amount of time they take from as little as a few minutes to as much as several hours. Obviously, the length of the test will affect its appropriateness for different age groups. The length of the test will also be a factor in obtaining the cooperation of the subjects. A very long test may turn out to be less reliable in practice than it might appear in theory if the subject becomes fatigued or bored. The time taken in administering (and scoring) the test will also affect the cost of testing. Before adopting a test it is advisable to administer it to a few subjects to find out how long it actually takes. The time given in administration manuals often seriously underestimates the time required.

5. How many subjects can be tested at once?

Some tests must be administered individually but there are also tests which can be administered to a group of students at the same time. For some purposes it will be necessary to test the subjects individually but there will be other kinds of information which can be obtained through a group-administered test. As in the previous case, the cost is likely to vary. Group-administered tests usually cost less to administer.

6. Which test is more appropriate for the age-group to be tested?

Most tests state the age-range for which they are designed. However, it should be remembered that the promoters of tests often wish to maximize the use of their tests and thus may exaggerate their appropriateness for certain age-groups. It is important to choose a test that is suitable for the age-group to be tested.

7. Is the test appropriate for the particular cultural or linguistic group to be tested?

This is one of the most difficult aspects of testing to assess. In some cases it may be obvious that a test is inappropriate. For example, a test designed to measure ability in Castillian Spanish as spoken in Madrid will probably not be an appropriate measure of the linguistic competence in Spanish of a Mexican American speaker. In other cases the appropriateness of the test may be less obvious. For example, to what extent are there regional variants in the language used which may distort the results or mislead the subject? This question can be answered only by looking at the test and judging the appropriateness of its language for the particular group to be tested. Moreover, language tests in English often take the life and habits of midd-class Anglo-American families as the norm and test for knowledge of language which is commonly used in such surroundings. Tests should be scrutinized for any items which might cause confusion among the subjects because of cultural rather than purely linguistic differences.

8. Does the test provide the information needed?

This may seem so obvious a question as to be hardly worth asking but it is surprising how often tests designed to measure one quality are used to provide evidence of a quite different quality. For example, a test of writing can be used to provide evidence of language development but it might give a totally misleading impression if used to predict the subject's oral skills. A more subtle example is where a test of story-telling is taken as an indication of a subject's fluency, vocabulary, and/or syntactic development. It is quite possible for an individual to be competent in a language but to be a poor story-teller, particularly if the task requires inventing a story without prior warning.

9. What assumptions underlie the test questions?

It is sometimes the case that subjects give wrong or inadequate answers because they have not understood the point of the question. For example, if the examiner hands the subject a photograph and says "Tell me a story about what you see here," one subject may respond with a very brief, sketchy outline of a plot while another subject may include a great many details. If both responses are scored for variety of vocabulary and syntax, the second subject will be rated higher. However, if the first subject did not realize that he was supposed to provide a wide range of vocabulary and syntactic structures, his response may have given a quite misleading impression of his linguistic competence. The assumption underlying the instructions was that the subject would tell the most complete and detailed story he could, but this assumption may turn out to be unjustified. The danger of underlying assumptions is greatest in tests which have been standardized on middle-class Anglo-American students. Students from other backgrounds may not understand the test instructions in exactly the same way as their middle-class counterparts. This warning applies not only to verbal instructions but also to the use of pictures and toys or other objects.

10. Is the language of the test natural and appropriate for the child?

This is a question which refers to any instructions given in the test as well as to questions that are directly asked of the subject. Inappropriateness or unnaturalness of language does not only include unfamiliar vocabulary items or grammatical constructions but also questions where the answer is so obvious that the subject may be unable to believe that it could have been asked and look for something less obvious. Again this is something that can be best discovered by pilot-testing before adopting the test.

11. Are the illustrations clear?

Many tests use illustrations which are of inferior quality for a variety of reasons. Sometimes the items are badly drawn. Sometimes there are too many items in a particular picture so that it is almost a test in itself to find a particular item. In other illustrations there are unfamiliar items which may distract the subject's attention even if no question is asked about them. Another problem arises with illustrations intended to represent actions. Very often an illustration intended to represent one action may be interpreted as representing a number of other actions. In the question is What is X doing? try to imagine all the possible answers a subject might give and see whether the scoring allows credit for those which are appropriate.

12. What kind of unexpected answers do subjects make? As pointed out earlier, before adopting any test for a particular purpose it is advisable to try it out with a sample of subjects of the kind who will be tested in order to discover if it actually tests what it is supposed to test. In this exploratory use of the test there may turn out to be unpredictable errors in the responses, i.e. errors which the subject does not ordinarily make. In such cases the subject should be asked why he gave such a response and whether on reflection he can see that it is wrong. Sometimes it may turn out that the instructions are ambiguous or misleading and it is important to find this out before the test is officially adopted. In general it is a good rule to assume that if the test gives results which are seriously inconsistent with the expectations of those familiar with the subject (e.g., a teacher who had taught the student for several

months) then there is something wrong with the test. Even the best tests are fallible instruments and should be administered as carefully as possible to minimize any possible distortion in the results they provide. However, a good test, properly administered, can often help to identify a learner's problems more precisely then informal observation.

13. How much confidence can be placed in the results of the test?

For a variety of reasons it may be necessary to use a test which has certain obvious weaknesses. In such a case the results should be interpreted cautiously and too much importance should not be placed on small differences in scores. Generally tests are most efficient at either extreme, that is they usually identify fairly successfully those subjects who are very weak or very strong. The amount of confidence to be placed upon the classification of those in the middle will depend upon the test but it should be stressed that borderline cases in any test should be carefully observed in their later work so that a child should not be misclassified on the basis of a few points on a test.

14. Are the instructions for scoring responses clear and unambiguous?

This is one of the crucial areas in testing since if two examiners can score the same response differently there is less objectivity in the test. Most test manuals give some examples of correct and incorrect responses but it is often the case that these examples do not cover all the possibilities. Particular areas of difficulty which may not be adequately covered are how to score: incomplete answers, inappropriate but linguistically correct answers, code-switching, and long slightly incorrect answers vs. very brief but correct answers.

15. How easy are the results to interpret?

The answer to this question depends partly on the purpose for which the test is being given. In a test of language dominance, for example, the important point is how large a difference between the scores on the two languages is necessary to establish dominance. In a diagnostic test, on the other hand, the important point is less the total score than the areas of weakness which it reveals. For this reason it is essential to verify that the test scores will provide the kind of information needed. This is particularly important before adopting a standardized test with a complex scoring method. Some tests, particularly multiple-choice tests, are more suitable for providing group scores than individual assessments.

INSTITUTE FOR
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School of Education
San Diego State University

APPENDIX III

GENERAL ASSISTANCE CENTER
TYPE B--LAU

A SUGGESTED CHECKLIST FOR DEVELOPING AN EDUCATIONAL PLAN TO MEET TITLE VI (CRA '64) REGULATIONS

A SUGGESTED CHECKLIST FOR DEVELOPING AN EDUCATIONAL PLAN TO MEET TITLE VI (CRA'64) REGULATIONS

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
I. PRELIMINARY STEPS				
Respond to OCR with letter of intent with 15 days				
Decide process or procedure and content to be included in plan to OCR, i.e. design plan				
Submit skeletal plan and time-line within 90 days from receipt of letter of non-compliance				
II. THINGS TO BE INCLUDED IN THE SKELETAL PLAN				
Include background information concerning district activities in meeting the past, present and projected educational needs of LES/NES students				
Specify long range and short range goals and objectives				
Describe specific services and programs existing in the district that are meeting LES/NES students educational needs				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Specify activities to be undertaken in [illegible] development of the comprehensive plan, e.g. following the format outlined in the HEW/OCR Task Force rem-Remedies				
Include time-line specifying beginning and ending dates for all processes and activities				
Specify person responsible for coordinating and implementing activities				
Specify the competencies and/or training of the persons responsible for implementing activities				
Skeletal plan has the approval of the district's school board before it is submitted to OCR				
Submit skeletal plan and time-line within 90 days from receipt of letter of noncompliance				
Provide for orientation of compliance procedures and Lau activities to school board				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Provide for orientation of compliance procedures to district personnel (principals, teachers, support staff)				
Provide for orientation of compliance procedures and Lau activities to the Title VI target community				
Provide for establishment of Title VI Lau Steering Committee -- reflecting broad base representation from the school-community				
Select Task Force groups from Lau Steering Committee to determine goals for meeting Title VI (CRA'64) regulations and the development of educational plan				
Identify general areas of needs assessment to determine what exists in the district and community (e.g., personnel, skills, materials, program, attitudes, etc.)				

III. STEPS IN NEEDS ASSESSMENT

Identify and specify district goals for meeting Title VI (CRA'64) regulations				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Specify decisions, information and data needed for developing an educational plan to meet the educational needs of LES/NES students and Title VI (CRA'64) regulations				
Identify process for including input from district staff, teachers, parents, community, and students				
Identify existing needs assessment instruments, surveys, questionnaires, etc.				
Adapt or develop needs assessment instrument tailored to district needs				
Identify needs assessment process for district staff, teachers, administrators, parents, community and students				
Identify needs assessment procedures (e.g., personal/telephone interviews, mail out samples, etc.)				
Pilot-test the procedures and instruments, including translations with a representative sample				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Inform the school community by the news media, preview letter, etc. that interviews/surveys will be conducted				
Identify and inform sample from district population				
Determine qualifications/competencies of persons collecting the data				
Select personnel to conduct the needs assessment survey				
Provide for training sessions for data collectors				
Identify and determine procedures for the collection and monitoring of needs assessment data				
Determine procedures for analysis and interpretation of obtained needs assessment data				
Conduct needs assessment				
Monitor data collection progress				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Prepare data for computer analysis				
Data entry				
Analyze data to seek information related to needs assessment goals				
Make educational interpretations				
Specify recommendations				
Define a process for reporting and disseminating data				
Incorporate data into educational practices				
Outline procedures and plans for follow-up for the purpose of obtaining new input, improving methodology and incorporating needs of new NES/LES students				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*

IV. STUDENT LANGUAGE IDENTIFICATION**

Identify techniques of determining the home language and language dominance of students and cross validation of results				
Carefully analyze procedures to prevent limiting sample group to surname, ethnic group, or staff referral				
Identify and define step-by-step interview/survey process				
Identify and include samples of any survey, questionnaire or instrument used				
Develop survey, questionnaires, instruments to identify and cross-validate the home language of the student				
Translate all surveys, instruments, etc. into the target language				
Local speakers of target language(s) review and validate all translations				

*as based on the HEW/OCR Task Force Remedies

**The Lau Center suggests that school districts follow the criteria suggested in the Task Force Remedies for the Language Classifications of students.

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Prepare a list of parents of students to receive the survey, questionnaire, etc.				
Code the surveys with student name, age, grade, school				
Determine the process for conducting the interview/survey				
Pretest the instrument and process with a representative sample				
Inform parents and community that interviews/surveys will be conducted				
Identify personnel to implement student language identification process				
Specify competencies (especially language fluency) of personnel involved				
Train personnel in process of student language determination				
Specify beginning, check point, and terminal date for student language determination				
Compile data				

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Analyze data from interview/ survey				
Cross-validate data with informal observations and where necessary use an oral language assessment instrument that is valid and reliable for the student population				
Specifically define cross-validation procedures in terms of process, personnel involved, personnel competencies				
Identify and provide orientation to persons linguistically and culturally familiar with the languages of the school-community to cross-validate the results of the interview/ survey				
Implement cross-validation procedures				
Analyze data and classify Lau students into the five categories outlined in the Task Force Remedies				
Provide for student identification by name, school, grade, and language(s) spoken				

	DATE INITIATED	PROJECTED COMPLE-TION DATE	ACTUAL COMPLE-TION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Develop profile of student characteristics in reference to students identified in categoreis A,B,C,D and E of the Task Force Remedies				

V. DETERMINATION OF LANGUAGE PROFICIENCY

Describe process for determining language proficiencies of identified Lau students				
Establish criteria for screening language assessment instruments or assessment procedures				
Define language competencies to be assessed				
Establish competencies for persons doing screening or assessment				
Identify qualified persons to select instruments and/or determine assessment procedures				
Define assessment process step-by-step				
Train personnel in assessment process, use of instruments and concepts of language development				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Specify dates for beginning and termination of language assessment				
Profile student language abilities in English and other language(s)				

VI. ACHIEVEMENT DETERMINANTS

Specify district minimum achievement levels/skills/competencies required of all non-minority students at all grade levels in reference to district academic requirements				
Identify tests and data for determining student achievement or underachievement				
Norm tests on local norms -- language versions of test are applicable to local student variations in dialect/vocabulary				
Evaluate tests for biases, omissions and applicability to district student population				
Cross-validate achievement data**				

*as based on the HEW/OCR Task Force Remedies

**Use criterion referenced measures to cross-validate achievement data in determining achievement or under-achievement.

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Determine district's minimum achievement levels/skills/ competencies for non-minority students with the student's achievement at his/her present grade level				
Determine what instructional program, as outlined in the Task Force Remedies is compatible to the student's language proficiency and achievement				

VII. RESPONSIBILITY FOR SERVICE RELATIVE TO LANGUAGE DETERMINATION

Outline the five categories of relative language dominance and specify the type of instructional programs and services to be provided to the Lau students				
Specify and describe the type of bilingual program for the category A student (NES) to be provided at the elementary and intermediate grades and the type of educational services at the secondary grades for Category A student (NES)--as per the HEW/OCR Task Force Remedies				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLE- TION DATE	ACTUAL COMPLE- TION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Specify and describe the type of bilingual program for category B student (LES) to be provided at the elementary and intermediate grades and type of educational services at the secondary grades for Category B student (LES) as per the HEW/OCR Task Force Remedies				
Specify and describe process for diagnosing and prescribing learning needs and the educational services to be provided for Category C student (speaks both English and other language) to bring the student's conceptual development to the minimum achievement levels/skills/competencies identified by the district for non-minority students at grades K-12 -- as per HEW/OCR Task Force Remedies				
Plan for category D student (speaks mostly English, but some other language) which at minimum follows the process and services provided for category C students				
Plan for category E student (speaks English exclusively) which at minimum follows the process and services provided for category C students				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Plan for meeting the academic and linguistic needs of category A and B students which is based on instructional services provided by certificated bilingual-multicultural staff				
Plan for meeting the academic needs of Category C, D, and E students which is based on instructional services provided by certificated staff				

VIII. ADMINISTRATIVE ORGANIZATION

Assure that district policies provide for the educational needs of LES/NES students				
Involve parents of LES/NES students in defining instructional needs and in planning and implementing instructional programs				
Provide instructional programs for all LES/NES students				
Provide district procedures for identifying the linguistic and academic needs of LES/NES students				
Identify teaching competencies and provide staff to meet the educational needs of LES/NES students				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Delineate district fiscal responsibility in meeting the educational needs of LES/NES students				
Provide curriculum for meeting the conceptual development of students				
Provide district plan of identifying administrators and peronnel to coordinate the instructional programs to meet the educational needs of LES/NES students				
Provide district plan of including the steps towards integrating all instructional programs for the LES/NES student into the over-all school district programs				
Provide district plan of consolidating funds (ADA and state and federal categorical monies) towards implementing the optimal instructional programs for LES/NES students				
Provide district plan of evaluating all educational services and practices to assure that equal educational benefits are not denied to any LES/NES student because of language, cultural, or economic background				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Provide district plan of evaluating its curricula to assure that no student is inflicted social or psychological harm				
Provide district plan of including a system for gathering, monitoring and using data concerning student and staff needs and characteristics, and instructional program in order to keep abreast of the educational needs of LES/NES students				
Provide district plan of providing for the educational needs of LES/NES students through the regular district budget expenditures				
Provide district plan of including identification and development of procedures and instruments for determining the language dominance and cognitive development of LES/NES students				

IX. STAFF DEVELOPMENT

Conduct staff needs assessment				
Determine staff competencies (i.e. language fluency)				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Base content of staff development programs on identified needs.				
Specify process of selecting staff to participate in inservice activities				
Define goals and objectives of staff inservice sessions				
Establish out-come competencies as a result of training				
Include names and qualifications of those conducting staff development activities				
Specify process of delivering staff development activities				
Incorporate time-line for staff development program				
Define language proficiencies needed to deliver services to students				
Include career ladder plan to develop professional skills of parents aides, teachers, and administrators				
Define content of staff development activities				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Initiate plans for recruitment and hiring of additional bilingual staff				

X. INSTRUCTIONAL PROGRAM

Provide for team teaching or differentiated staffing to allow all NES/LES students to have instruction from bilingual certificated teachers				
Provide opportunities for learning subject matter in the native language to each NES/LES student				
Assure that all classes required for graduation are available in the language of NES/LES students				
Assure opportunities for small group instruction and individual attention when students are underachieving				
Establish criteria for evaluating instructional materials prior to purchase				
Base instructional activities on needs and past experiences of students				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Provide for materials in the comfortable language of NES/LES students				
Include contributions and historical perspective of minority groups in all curricula				
Base teaching strategies on successful bilingual/language experience models				
Incorporate all bilingual instruction into the regular classroom activities and instructional program				
Prevent isolation of students or programs				

XI CURRICULUM, INSTRUCTION, MATERIALS

Provide curriculum content in the students comfortable/dominant language in the areas of language arts, mathematics, social sciences, natural sciences, health, and creative arts				
Identify and provide for a K-12 sequential curriculum materials for LES/NES students in their dominant language				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Provide for sequential curriculum materials that incorporate performance objectives that are competency-based				
Provide for sequential curriculum materials that are individualized and reinforce the student's identity and cultural background				
Provide for instructional strategies that maximize student's learning styles and linguistic, sociocultural, and cognitive characteristics				
Provide for the development of content curriculum materials to meet the LES/NES student characteristics of the district				
Provide for curriculum materials that reflect the student's familiar surroundings and a multi-ethnic perspective				
Provide for the evaluation of instructional materials to assure that the materials reflect multi-ethnic contributions, history, and values in unbiased perspectives				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLE-TION DATE	ACTUAL COMPLE-TION DATE	DOES IT MEET THE MINIMAL CRITERIA*
XII. COUNSELING AND GUIDANCE				
Provide counseling and guidance services in a language that NES/LES students can understand				
Provide assistance in scheduling, problem solving, meeting other students to NES/LES students in a language they can understand				
Provide for opportunities for English dominant students to meet, interact with, and better understand NES/LES students				
Assure that all tests and evaluation procedures are culturally and linguistically relevant				
Provide for promotion, retention, special education policies that do not depend upon ability to speak or understand English				
Include parents of NES/LES students in determining programs and services to NES/LES students				
Assure that there are adequate services for NES/LES students				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Determine and implement affirmative action to prevent tracking or exclusion of NES/LES students from academic classes or electives				

XIII. COMMUNITY RELATIONS

Provide for parents/community members to be involved in decision-making, planning, implementation, and evaluation of instructional program for LES/NES students				
Identify and establish personnel available at all times who can communicate with parents of LES/NES students				
Provide school notices and media (newspapers, radio, and TV) to inform parents of LES/NES students of the district's educational services and functions				
Provide for baby sitting or child care arrangements for parents of LES/NES students attending district meetings/functions				

XIV. PROCESS EVALUATION: TIMELINE/MANAGEMENT SYSTEM

Specify dates for beginning, check point, and completion of each objective and activity				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Define all activities in specific terms				
Include names of persons involved/responsible for each activity				
Specify qualifications and competencies of any persons involved				
Identify resources such as personnel, materials, space, transportation and money				
Include dates in narrative as well as time-line for clarity				
Clearly define all terms, types of program, instruments, process, etc.				
Identify person to coordinate and monitor the implementation and activities of the educational master plan				
Include specific, measurable educational and instructional objectives				
Describe strategies for achieving stated objectives with a time-line for implementing each step toward the objectives				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Include an implementation of periodic discrepancy analyses -- between intended goals and objectives and actual accomplishments				
Periodic reassessment of needs and objectives				

XV. PRODUCT EVALUATION

Identify educational services, curriculum, student competencies, etc. to be evaluated through a research design, such as:				
Provide effective instructional programs to LES/NES students				
Provide an effective curriculum to LES/NES students in developing their conceptual skills				
Cross evaluate the instructional program delivery and school resources				
Evaluate the applicability of learning capabilities attained from instructional programs provided to LES/NES students				

*as based on the HEW/OCR Task Force Remedies

	DATE INITIATED	PROJECTED COMPLETION DATE	ACTUAL COMPLETION DATE	DOES IT MEET THE MINIMAL CRITERIA*
Evaluate student competencies				
Determine if measures were applied to find out whether the instructional program aims were achieved				
Determine if measures were matched to the instructional program objectives				
Determine if measures were matched to the pupil's capabilities				
Identify research design, sample, and variables				
Identify and allocate resources and personnel to conduct evaluation				
Specify time-lines for implementing the product evaluation				

*as based on the HEW/OCR Task Force Remedies

APPENDIX IV

Sample District Skeletal Plans To Meet Title VI (CRA '64) Regulations

DOWNEY UNIFIED SCHOOL DISTRICT

11627 Brookshire Avenue
Downey, California 90241

(213) 923-6711 (213) 773-2592

1976-77 BOARD OF EDUCATION

Robert R. Pilling, President
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MANUEL GALLEGOS, Ed.D.
Superintendent

October 21, 1976

Mr. Floyd L. Pierce, Director
Office of Civil Rights, Region IX
Department of Health, Education, and Welfare
760 Market Street, Room 700
San Francisco, California 94102

Dear Mr. Pierce:

Enclosed is the skeletal educational plan developed by the Downey Unified School District, submitted as requested by your letter of August 6, 1976.

This educational plan was developed using the six-phase Lau planning process, utilizing full community input, and has received approval from the advisory committee. It has also been reviewed and approved by the San Diego Lau Center.

The composition of the Title VI Steering Committee, as approved by the Board of Education on June 21, 1976, is as follows:

10 Community Members
10 High School Students
2 District Office Representatives
1 Elementary Principal
1 Secondary Staff Administrator
1 Secondary Counselor
1 Elementary Instructional Aide
1 Secondary Instructional Aide
1 Elementary Teacher

This committee will be augmented by District personnel as the need arises for their expertise. The overall goals of the Steering Committee are:

1. Develop a comprehensive educational plan to meet the conceptual and linguistic needs of the limited and non-English speaking student.

2. Assure that no student is discriminated against on the grounds of race, color, or national origin and be denied equal educational opportunities.

The specific objectives upon which the educational plan will be based are:

1. To define and implement a consistent district-wide process for adequate student-language determination which will be based upon annual research.
2. To diagnose language proficiencies and cognitive abilities in order to effectively prescribe instructional programs and methods that will be directed at the student's individual educational needs.
3. To identify the home language and the language dominance and proficiency of the student population.
4. To identify and develop a profile of what actually exists in the District in regard to educational services in each area of the educational plan.
5. To assess present staff capabilities in meeting the linguistic, cognitive, and affective needs of NES/LES students.
6. To identify the training needs of all staff (including administrators, teachers, support personnel, classified staff) and to provide relevant, comprehensive, and sequential training to enable each to demonstrate the competencies required to meet the needs of NES/LES students.
7. To identify instructional needs of limited and non-English speaking students, and to provide curriculum, materials, and methodologies that meet those needs.
8. To identify and implement a sequential curriculum that reflects cultural pluralism and linguistic differences.
9. To identify, evaluate, and provide instructional materials that reflect multiethnic contributions, history, and values in unbiased perspectives.
10. To identify and use instructional strategies that maximize student learning styles and student linguistic, sociocultural, and cognitive characteristics.
11. To provide for and encourage the active involvement of the target community in the decison-making, planning, implementation, and evaluation of instructional programs for NES and LES students.
12. To provide for counseling and guidance staff that have the competencies and positive attitude to effectively meet the needs of NES/LES students.
13. To provide for assessment instruments, process, and services that are compatible with the characteristics of NES/LES students and target community.

14. To identify and implement instructional models that build upon each student's cognitive and linguistic abilities as well as each student's sociocultural characteristics and self-concept.

15. To identify and implement district educational policies that support the needs of limited and non-English speaking students.

16. To improve communications and to disseminate information about educational programs and school services in the language best understood by each parent and to involve parents and community in the decision-making process.

17. To compile and monitor data pertaining to student achievement, student language determination and proficiencies, assessment of other students, staff, and program needs.

18. To integrate bilingual programs for NES and LES students into the overall school program.

19. To define and implement a workable management system to implement the comprehensive educational plan.

20. To provide for valid needs assessment, content analysis, process and product evaluation, and to use evaluation data for improving the comprehensive master plan and the implementation of that plan.

BACKGROUND

The Downey Unified School District, realizing its responsibility to provide a meaningful education for all students, has taken steps to adjust its program of instruction to meet the needs of LES/NES students as indicated below:

A. A district-funded bilingual education program was implemented in October, 1975, in the three elementary schools of greatest need. Bilingual teachers and aides were employed, and money was expended for materials, inservice education, and conferences.

B. Two teachers and two aides, bilingual in Vietnamese and English, were employed to provide special instruction for twenty-seven Southeast Asian refugee students. Because the materials purchased and salaries of staff exceeded the federal grant, the District partially supported this program.

C. The District committed itself to the state-funded AB 2817, Teacher Training Corps Program, by encouraging bilingual aides to participate in the program, by providing bilingual classroom settings for aides who did participate, and by providing flexible schedules to promote college enrollment.

D. The District ESL program was enhanced by providing more student contact, more materials, and more release time for inservice training.

E. The method of identification of LES/NES students was improved this past year. In November, 1975, written surveys requesting information regarding any language other than English that was spoken in the home were sent to homes of all students. School personnel, including bilingual staff members, were requested to provide input as to the language abilities of the students, and academic records were reviewed to ascertain those students who both had another language spoken at home and were below grade level in achievement. The numbers thus compiled were reported in the Language Dominance Survey mandated in the State of California Education Code.

F. For the past year, the District, attempting to use all resources available, has been in direct contact with state, federal, and county agencies. Representative of these contacts are the following:

1. August 15, 1975 - The District received notice from San Diego State University of the University's funding as a General Assistance Center.
2. August 19, 1975 - The District requested technical assistance from the Lau Center in San Diego.
3. September 12, 1975 - District representatives attended an orientation meeting at the Lau Center, San Diego.
4. December 18, 1975 - Lau Center representatives from San Diego and Los Angeles County held an orientation meeting for the District administration.
5. January 5, 1976 - The District mailed a letter of commitment to the Six Phase Approach as suggested by the Lau Center, San Diego.
6. January 5, 1976 - The District appointed a contact person as a liaison to the two Lau Centers.
7. January 20, 1976 - The District's Lau contact person attended an orientation meeting at the Lau Center, Los Angeles County.
8. January 28, 1976 - The two Lau Centers conducted an orientation meeting for the community.
9. February 18, 1976 - Title VI Steering Committee members were selected from volunteers present at the second community meeting.
10. March 17-18, 1976 - District representatives attended a workshop on oral language assessment at the Lau Center in San Diego.
11. March 27-28, 1976 - The two Lau Centers conducted a community workshop.

12. April 9, 1976 - The Superintendent, Assistant Superintendent, a Board member, and the District's Lau contact person attended a presentation by Dr. Edward Steinman on the Lau Decision.

13. May 10, 1976 - The Lau Centers presented information on the implications of the Lau Decision and the Title VI Steering Committee composition at a special meeting of the Board of Education.

14. June 4, 1976 - District personnel attended an oral language assessment workshop conducted by the Los Angeles County Lau Center.

15. June 21, 1976 - The Board of Education approved the composition of a Title VI Steering Committee.

The first two phases of the technical Assistance Process, as delineated by the two Lau Centers serving this area, have been completed.

Should you have any questions regarding this plan, please contact Sally Olsonoski, (213) 923-6711, extension 267.

Sincerely,

DOWNEY UNIFIED SCHOOL DISTRICT

Donald Hart
Deputy Superintendent

Richard Duarte

Richard Duarte
Chairperson, Bilingual
Planning Committee

DOWNEY UNIFIED SCHOOL DISTRICT
Skeletal Educational Plan

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
IDENTIFYING TARGET POPULATION: Objective: To identify the home language and the language dominance and proficiency of the student population	Develop techniques for student language identification	District Bilingual Planning Committee: 10 Community Members 10 High School Students 2 District Office Representatives 1 Elementary Principal 1 Secondary Staff Administrator 1 Elementary Aide 1 Secondary Aide 1 Elementary Teacher 1 Secondary Counselor	May-August 1, 1976
	Develop Home Language Identification Survey	Bilingual Planning Committee and Bilingual Coordinator	Aug. 1-30, 1976
	Distribute survey form to home of every student (See attached form)	Principals	Sept. 13-15, 1976
	Collect survey forms	Principals	Sept. 16-21, 1976
	Compile survey forms	Bilingual Coordinator	Sept. 22-30, 1976
	Contact individual teachers regarding forms not returned	Bilingual Coordinator	Sept. 22-Oct. 20, 1976
	Contact homes regarding forms not returned	Bilingual Coordinator and Bilingual Testing Team Bilingual Testing Team Composition: Spanish/English speaking teacher Spanish/English speaking aides Parent volunteers for other language groups	Oct. 21-Nov. 30, 1976
	Interpret survey forms (Check in any one of nine question areas will indicate testing of student is required)	Bilingual Coordinator	Oct. 1-5, 1976

Downey Unified School District - Skeletal Educational Plan

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
Objective: To diagnose language proficiencies and cognitive abilities in order to effectively prescribe instructional programs and methods that will be directed at the student's individual educational needs	Purchase student language assessment instruments as approved by Bilingual Planning Committee: Bilingual Syntax Measure for Spanish/English speaking students, grades K-5; Basic Inventory of Natural Language for Spanish/English speaking students, grades 6-12 and all other languages, grades K-12	Bilingual Coordinator	Oct. 6-15, 1976
	Identify Bilingual Testing Team for administration of assessment instruments	Bilingual Coordinator, District Administration, Parent Volunteer Coordinators	Oct. 18-20, 1976
	Train bilingual personnel for administration and collection of assessment instruments	Bilingual Coordinator	Oct. 21-25, 1976
	Administer language assessment instruments to appropriate students	Bilingual Testing Team	Oct. 26-Nov. 30, 1976
	Compile and interpret data gathered from language assessment instruments	Bilingual Coordinator and Bilingual Planning Committee	Dec. 1-10, 1976
	Determine achievement level of students in reading, language arts, and mathematics as determined by CTBS scores and teacher judgment	Bilingual Coordinator, Pupil Personnel Services, Bilingual Planning Committee, Teachers	Oct. 20-25, 1976
Objective: To define and implement a consistent District-wide process for adequate student language determination which will be based upon	Develop procedure for identification of comfortable language of students	Bilingual Testing Team, Bilingual Planning Committee, Bilingual Coordinator	Oct. 20-25, 1976
	Identify bilingual personnel for student observations	District Administration, Bilingual Coordinator	Oct. 26-Nov. 5, 1976

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
annual research	Train bilingual personnel for student observations	Bilingual Coordinator	Nov. 8-10, 1976
	Observe students in informal environments	Bilingual Testing Team	Nov. 15-30, 1976
	Compile and interpret data from student observations	Bilingual Coordinator and Bilingual Planning Committee	Dec. 1-10, 1976
	Identify Lau students as a result of data from Home Language Identification Survey, student language assessment instruments, achievement levels of students, and student observations as based on the categories outlined in the Task Force Remedies	Bilingual Coordinator	Dec. 13-15, 1976
	Develop procedure for identifying incoming students in the same manner	Bilingual Coordinator	Dec. 13-15, 1976
	Report student identification results to Bilingual Planning Committee	Bilingual Coordinator	Dec. 16-Jan. 5, 1977
	Report student identification results to Board of Education	Bilingual Coordinator	Jan. 6-10, 1977
IMPLEMENTATION OF TITLE VI NEEDS ASSESSMENT	Develop Parent Needs Assessment Questionnaire	Bilingual Planning Committee	Oct. 20-25, 1976
Objective:	Develop Student Needs Assessment Questionnaire, grades K-2	Bilingual Planning Committee	Oct. 26-Nov. 5, 1976
To identify and develop a profile of what actually exists in the District in regard to educational services in each area of the educational plan	Develop Student Needs Assessment Questionnaire, grades 3-8	Bilingual Planning Committee	Nov. 8-10, 1976
	Develop Student Needs Assessment Questionnaire, grades 9-12	Bilingual Planning Committee	Nov. 15-30, 1976

Downey Unified School District - Skeletal Educational Plan

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
	Develop Needs Assessment Questionnaire for Instructional, Counseling and Guidance, and Support Staff	Bilingual Planning Committee	Dec. 1-10, 1976
	Develop Needs Assessment Questionnaire for Administrators	Bilingual Planning Committee	Dec. 13-15, 1976
	Develop procedure for collecting Needs Assessment data	Bilingual Planning Committee, District Administration	Dec 16-Jan. 5, 1977
	Determine population sample for Needs Assessment Questionnaires	Bilingual Planning Committee, Lau Center Resources	Jan. 6-10, 1977
	Distribute Needs Assessment Questionnaires to appropriate persons	Bilingual Coordinator	Jan. 11-20, 1977
	Collect Needs Assessment Questionnaires	Bilingual Coordinator, Bilingual Staff	Jan. 21-25, 1977
	Interpret results of Needs Assessment	Bilingual Coordinator, Lau Center Resources	Jan. 26-Feb. 10, 1977
DIAGNOSIS AND ANALYSIS BASED ON THE RESULTS OF THE NEEDS ASSESSMENT	Identify student sociocultural and affective needs	Bilingual Planning Committee	Feb. 14-15, 1977
Objective: To identify instructional needs of limited and non-English speaking students, and to provide curriculum, materials, and methodologies that meet those needs	Identify curriculum needs of the identified Lau students	Bilingual Planning Committee	Feb. 16-25, 1977

Downey Unified School District - Skeletal Educational Plan

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
Objective: To assess present staff capabilities in meeting the linguistic, cognitive, and affective needs of NES/ LES students	Determine staff needs to implement an instructional program to meet the identified educational needs of Lau students	Bilingual Planning Committee	Feb. 28-Mar. 10, 1977
	Assess necessary administrative support required in order to effectively implement instructional programs to meet the needs of Lau students	Bilingual Planning Committee	March 11-15, 1977
	Assess budgetary allocations necessary to effectively implement instructional programs to meet the needs of Lau students	Bilingual Planning Committee	March 16-25, 1977
	Identify other support areas necessary to effectively implement instructional programs to meet the needs of Lau students	Bilingual Planning Committee	March 28-30, 1977
Objective: To identify community needs and concerns	Assess community needs and concerns	Bilingual Planning Committee	Mar. 31-Apr.15, 1977
	Compile recommendations based on findings	Bilingual Planning Committee	April 18-20, 1977
	Report findings and recommendations to Board of Education	Bilingual Coordinator	April 21-25, 1977
DEVELOPMENT OF MASTER PLAN	Assign task force groups responsible for developing the various components of the master plan, based on needs assessment findings and recommendations	Bilingual Planning Committee	Apr. 26-May 5, 1977

Downey Unified School District - Skeletal Educational Plan

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
Objective:	ADMINISTRATIVE ORGANIZATION:		
To identify and implement District educational policies that support the needs of limited and non-English speaking students	Develop objectives consistent with District goals of education and needs assessment data	Bilingual Task Force and District Personnel	May 6-10, 1977
Objective: To identify and use instructional strategies that maximize student learning styles and student linguistic, sociocultural, and cognitive characteristics	Identify viable instructional methodologies and program models which will provide for identified student needs	Bilingual Task Force and District Personnel	May 11-20, 1977
	Determine affirmative action plan necessary for staff recruitment	Bilingual Task Force, District Administration	May 23-25, 1977
Objective: To integrate bilingual programs for NES and LES students into the overall school program	Coordinate various program objective activities (ECE, Title I)	District Administration	May 10-June 10, 1977
	Determine local, state, and federal financial resources required for implementing the master plan	District Administration	May 20-June 15, 1977
Objective:	STAFF DEVELOPMENT:		
To identify the training needs of all staff (including administrators, teachers, support personnel, classified staff) and to	Develop inservice training activities as outlined in the Task Force Remedies	Bilingual Task Force, District Personnel	May 6-10, 1977
	Determine resources needed for	Bilingual Task Force, District	May 11-20, 1977

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
provide relevant, comprehensive, and sequential training to enable each to demonstrate the competencies required to meet the needs of NES/LES students	meeting staff development and personnel needs	Personnel	
	Coordinate staff development activities with the District program	Bilingual Coordinator, District Personnel	May 6-25, 1977
	Develop timeline to implement staff development activities	Bilingual Coordinator, District Personnel	May 10-June 10, 1977
Objective: To identify and implement instructional models that build upon each student's cognitive and linguistic abilities as well as each student's sociocultural characteristics and self-concept	CURRICULUM AND INSTRUCTION:		
	Identify student performance objectives to reflect the academic and cultural needs of Lau students	Bilingual Task Force, District Personnel	May 6-10, 1977
	Develop program design, scope, and sequence	Bilingual Task Force, Curriculum Services	May 11-20, 1977
Objective: To identify and implement a sequential curriculum that reflects cultural pluralism and linguistic differences	Develop curriculum to meet the on-going needs of Lau students	Curriculum Specialists	May 6-25, 1977
	Identify content activities, experiences to be taught	Curriculum Specialists, Bilingual Task Force	May 26-June 10, 1977
Objective: To identify, evaluate, and provide instructional materials that reflect multiethnic contributions, history, and values in unbiased perspectives	Identify curriculum materials to be used	Curriculum Specialists, Bilingual Task Force	June 13-15, 1977
Objective:	COMMUNITY RELATIONS:		
To provide for and encourage the active involvement of	Establish procedures and methods for contacting and involving	Bilingual Task Force, District Administration	May 6-10, 1977

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
the target community in the decision-making, planning, implementation, and evaluation of instructional programs for NES and LES students	parents of Lau students		
	Determine process for reporting student and District progress in the master plan	Bilingual Task Force	May 11-20, 1977
Objective:	COUNSELING AND GUIDANCE:		
To provide for counseling and guidance staff that have the competencies, sociocultural experiences, and positive attitude to effectively meet the needs of NES/LES students	Identify resources necessary to enable the counseling and guidance staff to meet the educational needs of Lau students	Bilingual Task Force, District Administration	May 6-10, 1977
	Define counseling programs to meet specific Lau student needs	Bilingual Task Force, District Administration	May 11-20, 1977
Objective:	Develop the master plan from the several components	Bilingual Planning Committee	May 23-25, 1977
To provide for assessment instruments, process, and services that are compatible with the characteristics of NES/LES students and target community	Present the master plan to the Board of Education for approval	Bilingual Coordinator	June 6-10, 1977
DEVELOPMENT OF A TIMELINE AND MANAGEMENT SYSTEM AND PRODUCT AND PROCESS EVALUATION DESIGN	Specify personnel responsibilities needed to implement the master plan	District Administration	June 13-15, 1977
Objective:	Specify dates for completion of activities in the implementation process	District Administration	June 16-20, 1977
To provide for valid needs assessment, content analysis, process and product evaluation, and to use evaluation data for improving the comprehensive master plan and the implementation of that plan			

Downey Unified School District - Skeletal Educational Plan

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
Objective: To define and implement a workable management system to implement the comprehensive educational plan	Develop a management information system to monitor the implementation of the educational plan	District Administration	June 21-30, 1977
	Develop an evaluation instrument to measure student achievement in the child's dominant language	Supervisor, Research and Evaluation	June 13-July 5, 1977
Objective: To compile and monitor data pertaining to student achievement, student language determination and proficiencies, assessment of other students, staff, and program needs	Develop language arts and mathematics continua in Spanish with a monitoring system to measure ongoing progress	Bilingual consultants; Supervisor, Research and Evaluation	June 13-July 15, 1977
	Determine evaluation instruments which measure student growth in affective areas	Bilingual Coordinator; Pupil Personnel Services; Supervisor, Research and Evaluation	June 15-July 20, 1977
	Develop a system for pre and post testing of program students in their dominant languages to assess and update educational objectives	Bilingual Coordinator; Supervisor, Research and Evaluation	June 20-July 25, 1977
	Establish ongoing system designed to update needs assessment, program planning techniques, and monitor program activities	Bilingual Coordinator; Supervisor, Research and Evaluation	June 20-Aug. 5, 1977
Objective: To improve communications and to disseminate information about educational programs and school services in the language best understood by each parent and to involve parents and community in the decision-making process	Develop a system to provide for continued community input regarding needed changes	Bilingual Planning Committee	July 5-Aug. 10, 1977
	Establish ongoing Advisory Committee	Bilingual Planning Committee, Board of Education	July 15-Aug. 15, 1977

Downey Unified School District - Skeletal Educational Plan

AREA AND OBJECTIVE	PROGRAM ACTIVITY	RESPONSIBILITY	BEGINNING/ COMPLETION DATE
Objective: To assess staff capabilities in meeting the linguistic, cognitive, and affective needs of NES/LES students	Develop a system to assess growth in staff competencies through implementation of affirmative action plans and staff development programs	Supervisor, Research and Evaluation	July 20-Aug. 25, 1977
	Develop a system to assess classroom/student changes as a result of growth in staff competencies	Supervisor, Research and Evaluation	July 25-Aug. 30, 1977
PROCESS AND PRODUCT EVALUATION	Develop a comprehensive evaluation design to assess overall program effectiveness	Supervisor, Research and Evaluation; Bilingual Coordinator; District Administration	Aug. 5-Sept. 5, 1977
Objective: Based on the identification of educational needs and the development of the educational master plan to comply with Title VI regulations, the District will specify implementation responsibilities and deadlines and the District will assure that instructional programs identified in the master plan are effectively and qualitatively implemented as indicated in the evaluation designs	Present timeline, management system, and evaluation design to Board of Education for approval	District Administration	Sept. 6-15, 1977
IMPLEMENTATION OF EDUCATIONAL MASTER PLAN Objective: To implement an educational master plan that is comprehensive in meeting the needs of all NES/LES students	Implement instructional programs	District Administration, Bilingual Coordinator, Bilingual Planning Committee, Board of Education, School Staff	Sept. 1977

DOWNEY UNIFIED SCHOOL DISTRICT

Dear Parents:

We are requesting your help in order to establish an educational program for your child. The answers you will give us to the questions related to the languages spoken in the home will be of great help to us as we make plans for the instructional program, and at the same time we will be fulfilling federal and state requirements.

Please fill out a questionnaire for each of your children, and return it with the Emergency Data Card. Thank you for your cooperation.

John D. Milam

John D. Milam, Administrator
Educational Services

HOME LANGUAGE IDENTIFICATION SURVEY

Name of Child ____________________

Grade ________ Date ________

School ____________________

What is your relationship to the child attending the school from which this survey came?

Father ________ Mother ________ Other Relative ________
Family Friend ______ Other (specify) ____________________

	English	Spanish	Korean	Vietnamese	Other (specify)	A combination of English and the following language:
Please answer these questions concerning your child:						
1. What language did your child learn when he/she first began to talk?						
2. What language does your family most frequently speak in your home?						
3. What language does the mother most frequently speak with the child?						
4. What language does the father most frequently speak with the child?						
5. What language does the child most frequently speak with the mother?						
6. What language does the child most frequently speak with the father?						
7. What language does the child most frequently speak with other adults in the home?						
8. What language does the child most frequently speak with brothers and sisters?						
9. What language does the child most frequently speak with best friends?						

Approved: Assistant Superintendent, Instruction

SKELETAL PLAN FOR DEVELOPING AND IMPLEMENTING AN EDUCATIONAL MASTER PLAN FOR LIMITED-NON-ENGLISH SPEAKING STUDENTS

OXNARD SCHOOL DISTRICT
831 SOUTH B STREET
OXNARD, CA 93030

NORMAN R. BREKKE
DISTRICT SUPERINTENDENT

CONTACT:

JOHN S. MARSHALL
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

CHAIRPERSON
LAU-NICHOLS STEERING COMMITTEE

NOVEMBER, 1976

LAU-NICHOLS STEERING COMMITTEE
MEMBERS

John S. Marshall, Chairperson
Vallory Bartosh, Secretary

- Geneva Azbell
- Vincent Barron
- Rita Blaylock
- Bob Brisbine
- Jess Corralejo
- John Coultas
- Felix Diaz
- Mr. & Mrs. Ramon Duenes
- Francisco Barba
- Marge Enriquez
- Kathleen Espalin
- Gregory Kampf
- David Lopez
- Yolanda Lopez
- Domingo Martinez
- Kathy Martinez
- Helen McGhee
- Rodney Mortenson
- Kent Patterson
- Frank Rodriguez
- Pablo Rubio
- Jerry Schuler
- Lois Stephens
- Erle Whiting
- Theresa Zuniga

COORDINATING TASK FORCES

Home Language Usage/Language Assessment

Lois Stephens, Chairperson

Helen McGhee

Staff Development

Domingo Martinez, Chairperson

Kathleen Espalin

Pablo Rubio

Administrative Reorganization

Kent Patterson, Chairperson

Rita Blaylock

Manuel Escalante

Greg Kampf

Mina Martinez

Juanita Sanchez

Curriculum

Erle Whiting, Chairperson

Vincent Barron

John Coultas

Yolanda Lopez

Jerry Schuler

Community Relations

Frank Rodriguez, Chairperson

Mr. & Mrs. Duenes

Marge Enriquez

David Lopez

Theresa Zuniga

Counseling & Guidance

Rod Mortenson, Chairperson

Jerry Schuler

OXNARD SCHOOL DISTRICT

Skeletal Plan for Developing and Implementing An Educational Master Plan for Limited and Non-English Speaking Students

INTRODUCTION

The decision in Lau v. Nichols is expected to have far reaching results for limited- and non-English speaking youngsters throughout the nation. In rendering its decision, the court concluded:

> *There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.*[1]

Presently there are approximately 3,343 limited- and non-English speaking children in the Oxnard School District. This figure represents 34 percent of the district's 9,782 students. Federal, state, and locally funded bilingual programs serve 1,775 of these boys and girls. However, an assessment of this effort indicates there are another estimated 1,668 children in need of this kind of instruction for whom programs are not available.

HISTORICAL CHRONOLOGY OF DISTRICT EFFORT TO SERVE "LAU" CHILDREN

During the past few years, the Oxnard School District has taken significant action to meet the needs of an ever-increasing number of students whose primary or home language is other than English. A chronology of the major accomplishments toward this end are as follows:

1. In the 1972-73 school year a district-financed program in bilingual/crosscultural education was initiated on a voluntary basis; i.e., only those children were included whose parents indicated a desire that they be enrolled in the project. Three classes were formed. Taught by bilingual teachers, with the assistance of bilingual aides, they served as the basis for a greatly expanded program in 1973-74 funded by the state under AB 2284, Bilingual-Bicultural Education Act.

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[1] Maynard, Thomas, "Enforcement of Lau Decision Underway," Education Funding Research Council, Vol. V, No. 7, (Feb. 21, 1975)

2. In the summer of 1973, under the leadership and guidance of the Bilingual Department at the University of California at Santa Barbara, teachers in the bilingual program developed a curriculum guide for grades K-3, which was revised in the summer of 1974. The purpose of the guide is to provide primary teachers in the Bilingual/Crosscultural Education Program with a source of information on goals, objectives, curriculum, materials, approaches, techniques, and rationale for the program.

3. In 1974-75, ESEA, Title VII, funds were acquired for a total of 22 additional classes in the district. During 1975-76, 38 classes were funded by Title VII, AB 2284, and SB 90. Currently there are 46 bilingual classes in grades K-6 servicing a total of 1,430 students. Four of these classes are funded by the district.

4. During the 1975-76 school year, articulation was begun with Oxnard Community College to provide classes for aides in the Bilingual/Crosscultural Program to acquire an Associate of Arts degree in Bilingual Education with the option of transferring to a four-year college if they so choose. Twelve bilingual aides attended these classes.

5. During the spring of 1975, an administrative task force developed a five-year master plan for meeting the needs of non-English speaking and limited-English speaking children.

6. An administrative task force met during the summer of 1975 to develop an interim plan for meeting the needs of LES and NES children. The task force's responsibility was to formulate a plan which would serve as many of these children as possible with local funds ($18,000) budgeted for the 1975-76 school year.

7. The interim plan included the purchase of BOLaR materials (Bilingual Oral Language and Reading) in the amount of $12,393 to be used in classrooms throughout the district. Approximately $1,000 worth of these materials was also purchased with migrant education funds. A limited amount of inservice training was provided to help teachers use these materials effectively. Other expenditures included conference expenses for district personnel and parents attending Lau General Assistance Center conferences, purchase of additional instructional materials, and expenses of the Lau-Nichols Steering Committee.

8. The Lau General Assistance Center in San Diego was first contacted in October, 1975, and we have maintained communication with this Center since that time. The Lau Center in the Los Angeles County Office has also been

contacted a number of times. Representatives from both of these centers have visited the Oxnard School District and have assisted with the work of the steering committee.

9. All Spanish-surname children, as well as any others referred by teachers in the Oxnard School District, were assessed for language dominance in March, 1976. Bilingual aides were employed and trained to administer and score results using the Language Dominance Index Form. Through this process, 3,443 LES/NES children were identified.

10. On February 10, 1976, prior to notification of non-compliance, the administrative staff established a steering committee, with membership that included teachers, administrators, parents, Board members, and community representatives. The committee held regular meetings on the second and fourth Tuesdays of each month, with special meetings as needed. The committee developed a Statement of Philosophy and a list of Goals.

11. July, 1976, the Board of Trustees allocated $26,000 of local resources in order to a) provide bilingual classes; b) more accurately identify Lau children, and c) purchase additional bilingual materials. The amount budgeted represented an increase of $8,000 in local effort over that committed for the 1975-76 school year. Specifically, these funds were distributed as follows:

> 11.1 A refinement of the needs assessment system using the San Bernardino Language Dominance Survey.
>
> 11.2 The purchase of additional BOLaR materials and inservice training to assure maximum use of these materials.
>
> 11.3 Establishing three bilingual classes--two in kindergarten and one in fifth grade. These three classes complement the Title VII classes, enabling us to provide bilingual instruction for non-English speaking and limited-English speaking children at all grade levels in the schools served by Title VII classes.

12. This October, 1976, Oxnard School District made arrangements with the University of California at Santa Barbara to offer classes within the district leading toward attainment of the Emphasis Certificate in Bilingual Education. Bilingual and Spanish speaking teachers will be eligible for this program scheduled to begin in January, 1977. Thus far, 29 teachers have expressed an interest in this program. Satisfactory completion is contingent upon participants' meeting predetermined levels of competency in Spanish (oral and written) and bicultural awareness. Additionally, the district is in articulation with the Oxnard Community College to offer prerequisite courses necessary for entry into the Emphasis Certificate program.

OXNARD SKELETAL PLAN AND SEQUENCE OF MAJOR EVENTS FOR IMPLEMENTATION

The Office of Civil Rights advised the district in July, 1976, that existing efforts were not sufficient for meeting the needs of limited- and non-English speaking students. At that time the district was ruled out of compliance with the federal guidelines intended to assure that equitable services are provided for Lau children.

In response to the Office of Civil Rights' action, the district established a relationship with the Lau General Assistance Center at San Diego State University. The purpose of this federally funded center is to assist districts in bringing their identification procedures and instructional programs in compliance with federal guidelines.

The Lau General Assistance Center recommends that districts undertake a Six Phase Plan leading to development and implementation of a Bilingual Education Master Plan. Consultants from the Lau Center have met with members of the district Lau-Nichols Steering Committee and the administrative staff to present and discuss the Six Phase Technical Assistance Plan, and to familiarize them with assistance and materials available from the Center.

Working in cooperation with consultants from the Lau Center, district personnel have prepared some proposed steps for developing an Education Master Plan. These steps are consistent with the Six Phase Technical Assistance process recommended by the Lau General Assistance Center.

Additionally, the district has received considerable assistance from the consultant assigned to the Lau Center, located at the Los Angeles County Supt. of Schools Office.

The proposed sequence was initiated September, 1976, and continues through Sept., 1979. This period of time is essential to the development of a comprehensive educational plan which incorporates, as requested by the Office of Civil Rights, the following extensive areas:

1. Methodology for identifying Students' Primary or Home Language

2. Individual Student Language Assessment
3. Diagnostic/Prescriptive Approach
4. Educational Program Selection
5. Personnel Requirements
6. "Product and Process" Evaluation

1.0 Description of Major Events Completed

1.1 Reorganization of Lau-Nichols Steering Committee

On Wednesday, September 22, 1976, the Board of Trustees established a restructured Steering Committee in accordance with guidelines provided by the Lau Center. The objective of the new organization is to assure a broad base of input in the development of an educational master plan to comply with Title VI regulations. It was felt essential that there be extensive involvement from parents of limited and non-English speaking children as well as other members of the school-community. Particularly critical during the early work of the community would be contributions from the professional staff toward determination of action plans for accomplishing necessary tasks.

1.2 Orientation to Lau Regulations

The purpose of this phase was to present and discuss the school district's expectations of GAC (Lau) technical assistance and to make members of the school-community aware of the Institute for Cultural Pluralism's approach and process for assisting them in the development of an educational master plan to comply with Title VI regulations.

1.2.1 Orientation of administrative staff by representative from the Lau Center, Los Angeles.	Completed Sept., 1976
1.2.2 Orientation of Lau-Nichols Steering Committee by consultants from the Lau Center, San Diego.	Completed Oct. 6, 1976

It should be noted that the above listed events are seen as initial efforts to inform members of the school-community. Much more extensive orientation of staff and community is necessary. Information sessions intended for all members of the school-community will be held November, 1976, through April, 1977.

2.0 Summary Description of Major Events in Progress/Planned

The mission statement and event sequence described here represents a synthesis of major milestones drawn from plans/ event sequences developed by task force chairpersons in each of the following areas: Home Language Usage/Assessment, Staff Development, Administrative Reorganization, Curriculum, Community Relations, and Counseling and Guidance.[1] Mission statements and event sequence/plans for each of the task forces are included in the next section.

Summary Sequence

MISSION STATEMENT
To design an educational master plan intended to meet the needs of all limited- and non-English speaking children. The plan--which will comply with Title VI regulations--will be approved by the Lau-Nichols Steering Committee, Administrative Staff, Superintendent, Board of Trustees, and Office of Civil Rights for installation by spring semester, 1977.

#	EVENT	ENABLING ACTIVITY	INDIV./TASK FORCE RESP.	INITIAL TARGET DATE	COMPLETIO DATE
1	Data on student language proficiency is compiled. (3.1.9)	1.1 Instruments to be used in determining language dominance/ proficiency selected.	Dir. of Inst. Serv. (DIS), & Language Assessment Task Force (LATF)	October 1976	January 1977
		1.2 Personnel to administer identified instruments selected and trained.	DIS and LATF		
		1.3 Instruments administered to determine language category of all pupils. (Categories A through E as defined in Lau-Nichols Task Remedies, p. 2.)	Trained Community Representatives		

#	EVENT	ENABLING ACTIVITY	INDIV./TASK FORCE RESP.	INITIAL TARGET DATE	COMPLETION DATE
		1.4 Data relative to language categories compiled and updated semi-annually.	DIS and Trained Community representatives		January 1977 (Oct. & Mar each year)
2	Administrative responsibilities, policies, processes that affect Lau students determined. (3.3.1)	2.1 Identification of administrative responsibilities, policies, processes needs vis-a-vis Title VI regulations.	Administrative Reorganization Task Force (ARTF) & Dist. Admin.	October 1976	January 1977
		2.2 Review of district policies that affect Lau students vis-a-vis Title VI regulations.		November 1976	December 1976
		2.3 Revise district policies that affect Lau students vis-a-vis Title VI regulations.		December 1976	January 1977
3	Affirmative action necessary for staff recruitment and/or administrative reorganization reviewed/revised (policy) (3.3.3)	3.1 Identification of staff administrative needs vis-a-vis Title VI regulations.		October 1976	November 1976
		3.2 Review of district policies in the area of staffing and administration vis-a-vis Title VI regulations.		November 1976	December 1976
		3.3 Revise district policies in the area of staffing and administration vis-a-vis Title VI regulations.		December 1976	March 1977
4	Data on student conceptual skill development is compiled. (3.1.15)	4.1 Instruments to be used in determining conceptual skill development selected.	DIS & LDTF	February 1977	March 1977
		4.2 Additional personnel (if needed) selected & trained to administer identified instruments.	DIS & LDTF	March 1977	April 1977
		4.3 Instruments administered to determine conceptual skill development of pupils.	Classroom teacher/ trained personnel		

#	EVENT	ENABLING ACTIVITY	INDIV./TASK FORCE RESP.	INITIAL TARGET DATE	COMPLETION DATE
		4.4 Data relative to conceptual skill development compiled.	DIS		
		4.5 Level of conceptual skill development compared with district norms (on individual basis).	DIS & LATF		
		4.6 Cross-validation of language dominance/proficiency and level of conceptual skill development.	DIS & LATF		Spring 1977
5	Design for process and product evaluation of school & district services to Lau students is developed (3.3.6)	5.1 Identification of evaluation process and procedure needs vis-a-vis Title VI regulations	ARTF, Asst. Supt., Ed. Serv. & Evaluators	November 1976	December 1976
		5.2 Review of district policy in the area of evaluation process and procedure vis-a-vis Title VI regulations.		December 1976	January 1977
		5.3 Revise district policy in the area of evaluation process and procedure vis-a-vis Title VI regulations.		January 1977	May 1977
6	Communication system & procedures to parents of Lau students determined. (3.3.9 & 3.5.3)	6.1 Identification of communication system and procedures needs to parents of Lau students vis-a-vis Title VI regulations.	ARTF & CRTF	November 1976	December 1976
		6.2 Review of district policy in the area of communication system and procedures vis-a-vis Title VI regulations.		December 1976	February 1977
		6.3 Revise district policy in the area of communication system & procedures vis-a-vis Title VI regulations.		February 1977	May 1977

#	EVENT	ENABLING ACTIVITY	INDIV./TASK FORCE RESP.	INITIAL TARGET DATE	COMPLETION DATE
7	Staff competencies necessary for teaching Lau students reviewed/revised. (3.3.5)	7.1 Identification of staff competencies needs vis-a-vis Title VI regulations.	ARTF & Dist. Admin.	November 1976	January 1977
		7.2 Review of district policy in the areas of staff competencies vis-a-vis Title VI regulations.		January 1977	March 1977
		7.3 Revise district policy in the areas of staff competencies vis-a-vis Title VI regulations.		March 1977	May 1977
8	Counseling and guidance needs of students are identified based upon student characteristics. (3.6.1)	8.1 A count is made of the total number of students eligible for Lau services.	Counseling & Guidance Task Force (C&GTF)	December 1976	February 1977
		8.2 Questionnaires are distributed to teachers and parents requesting that they indicate characteristics for which assistance is required.		February 1977	March 1977
		8.3 Statistical data is compiled which identifies the needs of the students based upon conditions which arise from a home language other than English.		March 1977	April 1977
		8.4 The preliminary list of counseling & guidance needs are analyzed by personnel competent in the language of the home.		April 1977	May 1977
9	Lau-Nichols Steering Committee Master Plan presentation to Board of Trustees/HEW approved. (3.3.10)	9.1 Skeletal Lau Plan written.	Coordinating TF of L-N Steering Com. & Asst. Supt., Ed. Serv.	November 1976	November 1977

#	EVENT	ENABLING ACTIVITY	INDIV./TASK FORCE RESP.	INITIAL TARGET DATE	COMPLETION DATE
		9.2 Review of district policies, programs, processes in all areas that affect Lau student.		November 1976	February 1977
		9.3 Revise district policies, programs, processes in all areas that affect Lau students.		February 1977	April 1977
		9.4 Steering Committee prepares initial draft of Master Plan.		March 1977	April 1977
		9.5 Steering Committee finalizes Master Plan.		April 1977	April 1977
		9.6 Master Plan submitted to Board of Trustees/HEW.		April 1977	May 1977
10	Instructional programs based on Task Force Remedies and results of .2 are determined & incorporated in the basic curricula. (3.4.3)		Curriculum TF & Admin. Staff	March 1977	April 1978
11	Staff development needs based on student characteristics and projected needs identified. (3.2.4)	11.1 Identification needs projected based on student characteristics.	SDTF, DIS, & Asst. Supt., Ed. Serv.	February 1977	March 1977
		11.2 Review existing staff competencies identified in 3.2.3.		March 1977	April 1977
		11.3 Match/mismatch 3.2.3 with 11.2 to identify projected staff development needs.		April 1977	August 1977
	Counseling/guidance programs to meet specific Lau student needs are defined. (3.6.2)	12.1 An analysis is made of each need as to what its major parameter appears to be.	C&GTF	June 1977	July 1977

#	EVENT	ENABLING ACTIVITY	INDIV./TASK FORCE RESP.	INITIAL TARGET DATE	COMPLETION DATE
		12.2 The Counseling & Guidance Task Force studies a variety of possible solutions to the needs.		July 1977	
		12.3 A list of the type and quantity of materials is generated which will be needed to meet the needs of Lau students.		August 1977	
		12.4 An analysis is made of the amount of staff time that will be required.		August 1977	August 1977
13	Staff development program based on identified pupil and staff needs established. (3.2.5)	13.1 Development of goals for staff development	SDTF chairman, DIS, and Asst. Supt., Ed. Services	February 1977	April 1977
		13.2 Development of objectives for the various content areas		March 1977	April 1977
		13.3 Staff development activities, schedules, & leaders determined.		August 1977	September 1977
14	Resource personnel and procedures which will enable the counseling and guidance staff to meet the educational needs of Lau students are identified. (3.6.7)	14.1 Using the analysis of programs, a list will be compiled of the types of personnel needed to comply with Lau-Nichols regulations.	C&GTF	September 1977	October 1977
		14.2 Recommendations will be made to the administrative staff for securing additional personnel.		October 1977	October 1977
15	Comprehensive curricula is developed including: program design, scope, content & sequence based on events 3.4.2, 3.4.3 and 3.4.4. (3.4.5)		CTF, DIS, & Asst. Supt., Ed. Services	April 1978	September 1979

3.0 Plans and Event Sequences for Steering Committee Task Forces

Each of the task force plans/event sequences are based on suggested tasks outlined in the Phase II Manual published by the Lau General Assistance Center in San Diego. As the Steering Committee continues its effort toward development of a comprehensive educational master plan, it is anticipated that additional tasks/events will be identified in each of the six areas represented by the task forces.

Six Components of Lau-Nichols Skeletal Plan

3.1 Language Assessment/Achievement

MISSION STATEMENT

A consistent district-wide process for determining student language identification and proficiency will be defined and implemented in order to place students in categories A through E by language.[1] *This information will be cross-validated with the home language survey. Student profiles will be developed to include academic achievement as well as language dominance/home language information, and will be used for designing individual instructional programs. All the above procedures will be accepted by the Language Assessment Task Force, Lau Nichols Steering Committee, Administrative Staff, and Board of Trustees.*

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[1] A. Monolingual speaker of the language other than English exclusively.

B. Predominantly speaks the language other than English (speaks mostly the language other than English, but speaks some English)

C. Bilingual (speaks both the language other than English and English with equal ease)

D. Predominantly speaks English (speaks mostly English, but some of the language other than English)

E. Monolingual speaker of English (speaks English exclusively)

Task Force Findings Specifying Remedies Available for Eliminating Past Educational Practices Rules Unlawful Under Lau v. Nichols, Dept. of Health.Education, and Welfare, Summer, 1975.

#	EVENT	INDIV./TASK FORCE RESP.	COMPLETION DATE
.1	Process for student identification is reviewed and revised based on evaluation of process used in fall, 1976.	Lang. Assessment Task Force	January 1977
.2	Information is disseminated to parents concerning needs assessment process, and the importance of their cooperation is explained.	Lang. Assessment Task Force	June 1977
.3	Home language of students is identified.	Teachers, aides, & Lang. Assessment Task Force	December 1976
.4	Instrument for student language proficiency assessment is selected and evaluated.	Director of Instructional Services	September 1976
.5	Process for student language proficiency assessment is determined.	Lang. Assessment Task Force	September 1976
.6	Personnel to conduct assessment are determined.	Dir. of Instruc. Services	September 1976
.7	Training needed to assure consistent results is determined and provided for selected personnel.	Dir. of Instruc. Services	September 1976
.8	Process of student identification is implemented.	Dir. of Instruc. Services	December 1976
⑨	Data on student language proficiency is compiled.[1] (Summary Sequence 1)	Lang. Assessment Task Force	January 1977
.10	Assessment instruments to determine conceptual skills of students are selected and evaluated.	Lang. Assessment Task Force with Curriculum Task Force	January 1977
.11	Process for assessment of student conceptual skill development is determined.	LATF/CTF	January 1977
.12	Personnel to conduct assessment are determined.	LATF/CTF	January 1977
.13	Training needed to assure consistent results is determined and provided for selected personnel.	LATF/CTF	February 1977

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[1] Circled number identifies event as a major milestone in this sequence and therefore its inclusion in the Summary Sequence of Major Events (p. 6)

#	EVENT	INDIV./TASK FORCE RESP.	COMPLETION DATE
.14	Process of assessment of student conceptual skill development is implemented.	LATF/CTF	May 1977
15	Data on student conceptual skill development is compiled. (Summary Sequence 4)	LATF/CTF	Spring 1977
.16	Student profiles are developed to include language dominance/proficiency and achievement.	LATF/CTF	September 1977
.17	Information is disseminated to parents concerning results of the needs assessment.	LATF/CTF	September 1977

3.2 Staff Development

MISSION STATEMENT

To establish a district-wide program of staff development to enable staff members to gain in knowledge and competencies necessary to meet the linguistic, cognitive, and affective needs of NES and LES students as determined by student characteristics. Evaluation criteria will be as follows:

a. A district-wide survey of teacher background and preparation is conducted by June, 1977.

b. A staff development program is designed and initiated by October, 1977.

c. Guidelines for the evaluation of staff development programs and activities are determined and installed by October, 1977.

d. A review of all staff development programs and activities held during the year is conducted by July, 1977, and annually.

#	EVENT	INDIV./TASK FORCE RESP.	TARGET DATE
.1	Staff competencies necessary to meet student and educational needs determined. (Same as 3.3.3 Administrative Reorganization Task Force)	Staff Development Task Force (SDTF)	June 1977
.2	Profile of staff competencies based on #1 identified.	SDTF	June 1977
.3	Existing district personnel resources identified based on staff survey of expertise and availability.	SDTF	June 1977
.4	Staff development needs based on student characteristics and projected needs identified. (Summary Sequence 11)	SDTF, Dir. of Instr. Serv., Asst Supt., Ed. Serv.	August 1977

#	EVENT	INDIV./TASK FORCE RESP.	COMPLETION DATE
.5	Staff development program based on identified pupil and staff needs established. (Summary Sequence 13)	SDTF chairman, Dir. of Instr. Serv., Asst. Supt., Ed. Services	September 1977
.6	Evaluation design for staff development program ready.	SDTF & Evaluator(s)	September 1977
.7	Time line to implement staff development activities established.	SDTF	September 1977
.8	Staff development program implemented	Dir. of Inst. Services	October 1977
.9	Evaluation process initiated.	Evaluator(s)	October 1977
10	Staff development program for 1977-78 school year completed.	SDTF	July 1978
11	Evaluation of staff development program conducted and results reviewed.	Evaluator(s) & SDTF Chairman	July 1978
12	Staff development program objectives for 1978-80 determined based on 3.2.10.	SDTF	September 1978

3.3 Administrative Reorganization

MISSION STATEMENT
To install a district administrative organization for facilitating and implementing educational policies that support the needs of limited- and non-English speaking students. The design and funding of such a program will be approved by the Lau Nichols Steering Committee, Administrative Staff, Superintendent, and Board of Trustees by June, 1977.

#	EVENT	INDIV./TASK FORCE RESP.	COMPLETION DATE
.1	Administrative responsibilities, policies, processes that affect Lau students determined. (Summary Sequence 2)	Admin. Reorganization Task Force (ARTF), District Admin. & Board	January 1977
.2	District administrative structure/procedures for identifying and serving Lau students determined. (needs assessment/testing)	ARTF	January 1977

#	EVENT	INDIV./TASK FORCE RESP.	COMPLETION DATE
③	Affirmative action necessary for staff recruitment and/or administrative reorganization reviewed/revised (Summary Sequence 3)	ARTF, Asst. Supt., Personnel & Employee Relations	March 1977
.4	District administrators and personnel to coordinate the instructional programs for Lau students determined. (study)	ARTF	February 1977
⑤	Staff competencies necessary for teaching Lau students reviewed/revised. (Summary Sequence 7)	ARTF & District Administration	May 1977
⑥	Design for process and product evaluation of school and district services to Lau students is developed. (Summary Sequence 5)	ARTF, Asst. Supt., Educational Serv., and evaluator(s)	May 1977
7	Fiscal resources and funding sources for services to Lau students determined. (ADA/state and federal funds)	ARTF, Coordinating Task Force, & Asst Supt., Ed. Serv.	April 1977
8	Data collection, monitoring and dissemination system established. (testing, reports, profiles)	ARTF	April 1977
⑨	Communication system for exchange of information with parents of Lau students determined and installed. (Summary Sequence 6)	ARTF & Community Relations Task Force	May 1977
⑩	Lau-Nichols Steering Committee Master Plan presentation to the Board of Trustees/HEW approved. (Summary Sequence 9)	Coordinating Task Force of L-N Steering Committee & Asst. Supt., Ed. Services	May 1977

3.4 Curriculum

MISSION STATEMENT
To identify instructional needs of limited- and non-English speaking students and to provide curriculum, materials, and methodologies that meet these needs. Evaluation criteria will be as follows:

a. Interim instructional programs based on the Task Force Remedies are installed by March, 1977.

b. Comprehensive curricula is developed for Lau children which is approved by a panel of experts from the Lau Center and the Board of Trustees by July, 1977.

#	EVENT	INDIV./TASK FORCE RESP.	COMPLETION DATE
.1	Distribution and level of student language proficiency within district classes and attendant implications relative to the following factors are determined: .1.1 cultural and linguistic achievement needs of students .1.2 skill level of students .1.3 student profiles & plans for meeting their needs .1.4 staff with necessary skills are matched/deployed to provide maximum service to Lau students.	Curriculum Task Force (CTF), Dir. of Instr., & Principals	February 1977
.2	Programs, techniques, and materials utilized to meet needs of Lau students are evaluated in light of staff competence, student proficiency and cost.	CTF	March 1977
.3	Instructional programs based on Task Force Remedies & results of .2 are determined and incorporated in the basic curricula. (Summary Sequence 10)	CTF & Admin. Staff	April 1978
.4	Instructional materials intended to assist Lau students are assessed (district, other districts, and commercially prepared products).	CTF, Coord. Title VII, & Dir. of Instr. Services	April 1977
.5	Comprehensive curricula is developed including: program design, scope, content and sequence based on events .2, .3, and .4. (Summary Sequence 15)	CTF, Dir. of Inst. Serv., & Asst. Supt., Ed. Serv.	September 1979

3.5 Community Relations

MISSION STATEMENT

To provide the parents of limited- or non-English speaking children with complete and continuous information relative to the cognitive and affective progress of their children. School staff/parent relations will be encouraged through community involvement and participation. Criteria for accomplishment will be sign-up sheets and records of meetings and communications between parents and school district personnel.

#	EVENT	INDIV./TASK FORCE RESP.	COMPLETION DATE
.1	Parent attitudes and needs in regard to school program and delivery of services for the Lau student surveyed.	Community Relations Task Force (CRTF)	March 1977
.2	Key community agencies and/or organizations as curricula resources identified.	CRTF	April 1977
.3	Procedures and methods for contacting and involving community groups (especially parents of Lau students) in the school curricula established. (Summary sequence 3)	CRTF, Coord. Task Force, and Asst. Supt., Ed. Serv.	May 1977
.4	Process for reporting student and district cognitive and affective progress to individuals and/or community groups determined.	CRTF & ARTF	May 1977
.5	Community/other general meetings are conducted to report progress of all district programs as they pertain to implementation of the educational master plan.	CRTF	May-Sept. 1977
.6	Community involvement activities to promote school-home relations are determined.	CRTF	May 1977
.7	Ongoing communication with parents of LES/NES students is established.	CRTF	May 1977

3.6 Counseling and Guidance

MISSION STATEMENT

A counselor-guidance program will be established which provides equal opportunity for all children regardless of linguistic or cultural background. Such a program will recognize/provide:

a. the inherent worth of the individual;

b. that each individual is different from every other individual;

c. that the attitudes and personal perceptions of the individual are the basis upon which he acts;

d. that each individual has an innate capacity to learn and can be helped to make choices that will lead to self direction;

e. information and personalized assistance by competent professional personnel;

f. adequate assessment of the unique skills of the individual without cultural bias.

Children will receive direct or interpreted counseling in their home language. The dissemination of information and some pupil assessment will also be provided in the home language of the child.

#	EVENT	INDIV./TASK FORCE RESP.	COMPLETION DATE
①	Counseling and guidance needs of students are identified based upon student characteristics. (Summary Sequence 8)	Counseling & Guidance Task Force (C&GTF)	May 1977
②	Counseling/guidance programs to meet specific Lau student needs are defined. (Summary Sequence 12)	C&GTF	August 1977
3	Counseling and guidance services and processes which are to be provided to Lau students are identified.	C&GTF	May 1977
4	Competencies of counseling and guidance personnel which will meet the needs of Lau students are identified.	C&GTF	June 1977
5	Policies which affect the assignment of Lau students to special education classes, discipline procedures, or extra curricular activities are identified and evaluated.	C&GTF	June 1977
6	Placement and achievement instruments which are necessary to meet the needs of Lau students are identified.	C&GTF	July 1977
⑦	Resource personnel and procedures which will enable the counseling and guidance staff to meet the educational needs of Lau students are identified. (Summary Sequence 14)	C&GTF	October 1977

PROCESS AND PRODUCT EVALUATION DESIGN

Evaluation is defined as the process of determining the value or effectiveness of something for the purpose of decision making. It is the intent of the Oxnard School District that an evaluation system be developed which will be an integral part of the educational master plan. The system, which will be designed by outside evaluators, will include tools and procedures for conducting process and product evaluation.

Process evaluation will focus on activities/events conducted in each component of the master plan and the extent to which they influenced the achievement of desired outcomes. Collecting process data will provide information necessary for monitoring activities/events to identify/predict procedural difficulties for task force and steering committee members.

The product evaluation will focus on the outcomes, results, or products. The purpose will be to measure and interpret accomplishments during and at the end of each school year. A requisite condition for conducting product evaluation will be establishment of program goals and objectives for each of the six plan components.

The educational master plan to be submitted to the Board of Trustees and Office of Civil Rights before the end of the 1976-77 school year will include a comprehensive evaluation system.